

BULLYING PREVENTION SCHOOL-LEVEL PLAN Tarentorus Public School 2012-2013

“Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person’s body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.” (Ministry of Education, Policy/Program Memorandum No. 144)

Bullying is a dynamic of unhealthy interaction that can take many forms including, but not limited to:

- **Physical** (e.g., hitting, pushing, tripping);
- **Verbal** (e.g., name calling, mocking or making sexist, racist, or homophobic comments);
- **Social** (e.g., excluding others from a group, spreading gossip or rumours);
- **Technological** (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cellphones, text messaging, Internet websites, or other technologies).



Our school community recognizes that:

- Bullying adversely affects students’ ability to learn;
- Bullying adversely affects healthy relationships and the school climate;
- Bullying adversely affects a school’s ability to educate its students;
- Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstance (e.g. online/through technology or other electronic means) where engaging in bullying will have a negative impact on the school climate.

PREVENTION STRATEGIES

Include strategies/expectations for appropriate student behaviour, school-wide bullying prevention strategies, day-to-day classroom teaching strategies and opportunities for all students to participate in bullying prevention training and leadership:

Classroom Strategies	Implementation Plan	Responsibilities & Monitoring
▪ High expectations and emphasis on mutual respect ▪ “Character” Language is used in discussions (e.g. traits) ▪ Bullying Definitions taught and reviewed ▪ Roles of the “Bully, Bullied, Bystander” taught and discussed ▪ Students taught difference between tattling and requiring support * Support programs (e.g. VIP, Babes)	Strategies should be taught initially at the beginning of the year, and reviewed as needed by classroom teachers. Specialized programs are implemented based on the program requirements	• Principal • Classroom Teachers • Resource/Release Teachers
School-wide Strategies	Implementation Plan	Responsibilities & Monitoring
* Review Code of Conduct Expectations in Junior/Intermediate Grades ▪ Development of Positive School Climate Committee (Student Voice) ▪ Commitment by staff to “take the time” to listen (mutual respect, empathetic body language (e.g. safe & supportive stance) – “HOUSE” program - cross-graded strategy for teaching positive character traits and anti-bullying skills. - Pink Shirt Day – anti-bullying activities planned and celebrated * Social Skills Groups for “high-risk” gender/age groupings (counselor) as needed * Review and Implementation of Enhanced Supervision Scheduling & Responsibilities * Character Pledge daily on announcements * Bullying Prevention Presentation (Gioia) for Senior Students * Day-to-Day Character Education Programming	Code of Conduct review takes place at the beginning of each term. Enhanced Supervision schedule/expectations reviewed with staff on an on-going basis Staff review commitment to “take the time” to listen at staff meetings” All staff review and discuss listening behaviours (based on CPI) 5 House sessions, plus Pink Shirt Day Counsellor conducts social skills groups with groups of students throughout school as selected in discussion with principal on a needs basis Senior students attend Bullying presentation (Cst. Gioia) (coincides with VIP)	All Staff members are involved in school-wide strategies. Discussions/Meetings with student “Positive School Climate Committee” as needed Review of Bullying prevention plan on a yearly basis by SAFE school committee and Principal/Vice-Principa Feedback from staff & students after events School Climate Survey (bi-yearly) I

TRAINING STRATEGIES FOR MEMBERS OF THE SCHOOL COMMUNITY

Target Group (s)	Focus	Responsibilities/Trainer
EAs/Noon Hour Supervisors	- Dealing with Student Behaviour - Safe Schools Requirements - What is Bullying and How do we deal with it	Principal

INTERVENTION STRATEGIES (consistent with a progressive discipline approach)

School procedures that allow students to report incidents of bullying safely, timely and in a way that minimizes the possibility of reprisal:

STUDENTS MUST take responsibility to:

1. Use taught strategies to try to resolve issues
2. Get help when necessary (tell the nearest adult, classroom teacher, principal, an adult they trust)
3. not be a bystander
4. REPORT BULLYING INCIDENTS

PRINCIPAL, TEACHERS and SUPPORT STAFF MUST ensure:

1. a classroom environment of mutual respect is emphasized
2. Focused lessons dealing with Bullying issues / Character Development are regularly scheduled
3. they STOP & LISTEN when necessary
4. not be a bystander
5. Report Bullying as per Safe Schools Legislation
6. Utilize interventions and options as provided in the Progress Discipline continuum

Define the roles and responsibilities of: (with respect to the procedures above)

Principal: Staff PD, assessment of incidents, determine consequences with input/assistance of teacher as per Safe Schools Legislation, communication with parents, staff, other agencies as necessary, provide info on bullying to school community (e.g. newsletters).

Teachers: Provide intentional focused lessons, use teachable moments, establish connections with caregivers, assess incidents, reports incidents, inform principal, determines consequences with input/assistance of principal as necessary, communication with principal, other staff, parents, other agencies as required.

Parents: Reinforce appropriate behaviours at home, encourage students to report incidents, report incidents to appropriate school staff at time of incident, demonstrate support for school decisions (team approach), be assertive but not aggressive when dealing with issues.

Identify available supports for students:

who have been bullied: counseling, class discussion of issues, buddy system, discussion with parents

who have bullied others: counseling, social skills groups, review of anti-bullying material, referral to support personnel, discussion with parents, appropriate consequences as per progressive discipline policy

who have been affected by observing bullying: individual discussion, classroom discussions, counseling, character education programs

Identify teaching strategies that will be implemented to focus on developing healthy relationships (bullying prevention throughout the curriculum in daily classroom teaching).

- * Use of Anti-Bullying Resources (Book Room)
- * Class Discussions & Meetings
- * Kidshope (4/5, 5/6), BABES (Gr. 2), Al's Pals (JK), VIP (Gr. 6),
- * Morning Announcement Program
- * Character Education House Program
- * student leadership opportunities
- * Community Partnerships (Learning Disabilities Association, City Police Services, Kidshope, Red Cross, etc.)

COMMUNITY OUTREACH

What strategies will be used to communicate bullying prevention, this plan and the roles and responsibilities of all members of the school community? (Identify strategies, target audience, and who is responsible.)

Staff Meetings – Teaching Staff - Safe Schools Team
Newsletter items – Parent Community - Principal
Bullying information on website (when active)

MONITORING & REVIEW PROCESS

If it is not a survey year, how will feedback on this plan be sought?

School Climate Survey is scheduled for spring 2013.