



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

At Clarke High School 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.

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

Clarke High School 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:

1. Use of Restorative Practices in dealing with office referrals where harm has occurred or preventatively where there is potential for harm to relationships (e.g., in a Guidance referral for support)
2. Student clubs (i.e., Games club, Art club)
3. Breakfast Program
4. Staff/Student involvement in Wellness activities
5. Clarke United Group (GSA and bullying prevention)
6. Education and awareness activities (i.e., pink shirt day, orange shirt day, anti-bullying buttons, Day of Silence, school posters, Mental Health Literacy lessons, etc.)
7. Transition activities for Grade 8 students, including activity days at Clarke for Grade 7 and 8 students
8. School presentations on bullying awareness and prevention
9. Administration visits to classrooms re: Clarke Code of Conduct
10. TAMI Program and conference
11. Champions for Youth Program
12. Extra-curricular activities
13. Safe places for students for lunch
14. Trips to conferences (e.g., Ontario Student Leadership Conference, Girl Talk, etc.)

15. Equity and Diversity presentations to staff, including how to support students in dealing with differences
16. School climate survey and focus groups
17. Support for individual students through Guidance, Student Success Team, Mental Health Clinicians
18. School liaison police officer presentations and presence in school
19. Classroom assignments related to citizenship, positive relationships, internet safety
20. Emphasis on “Caring Adults” for students who are experiencing difficulty
21. Student Success Meetings and Case Conferences to plan for wrap around support for individual students in need
22. Involvement of outside agencies to support students and families (e.g. John Howard, community health resources, HOPE, crisis centre)
23. Variety of prevention and/or intervention strategies to encourage and support positive student behaviour
24. Progressive Discipline strategies preventatively and as consequence for inappropriate and unacceptable behaviour
25. Information sharing with School Council

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

1. Sharing information and promoting school initiatives that promote safety and positive school climate through School Council, the school website, communication through School Messenger and Edsby, individual phone calls
2. Promoting board and community initiatives re bullying prevention and Safe and Caring Schools initiatives through School Council, the school website communication through School Messenger and Edsby, individual phone calls
3. Including parents in problem solving

## **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:

1. A clear need to develop relationships so that all students feel supported and feel a strong sense of belonging
2. Inclusivity – having opportunities for all students to be involved in the community
3. A need to improve a sense of safety in all areas of the school, in particular in washrooms and on buses
4. A need for students to see improvement/increase in bullying interventions and more visibility and transparency of those interventions

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

1. If students are feeling unsafe in any way, they are encouraged to report through a variety of ways, including:
  - a. Using the “Report It” KPR application to anonymously report incidents of bullying
  - b. Speaking confidentially to a teacher, administrator, or other adult in the school (in person, or via Edsby message, email or phone call)
  - c. Parent contact to report incidents or concerns
2. All incidents reported are thoroughly investigated by school administration. Any follow-up actions are shared with the reporting student, while also maintaining confidentiality, where necessary

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

1. Increasing feelings of safety in less supervised areas (i.e., school washrooms, changerooms, and buses)
2. Fostering a sense of belonging and inclusion in all students
3. Improving the communication process for students to report bullying and follow-up on actions taken

Strategies we will use:

1. Continued staff in-service re supporting students and building community (e.g., staff meetings, PA Day workshops, etc.)
2. In-service for staff regarding promoting positive student behaviour/relationships, progressive discipline, and use of restorative conversations/interventions
3. Involve school police liaison officer in school presentation
4. Continue to offer a variety of extra-curricular activities to provide opportunities

### **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:

1. Sharing information and promoting school initiatives that promote safety and positive school climate through School Council, the school website, communication through School Messenger and Edsby, individual phone calls
2. Promoting board and community initiatives re bullying prevention and Safe and Caring Schools initiatives through School Council, the school website communication through School Messenger and Edsby, individual phone calls
3. Including parents in problem solving

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

1. Safety is everyone's responsibility
2. Everyone in our school community is responsible for promoting safe, caring relationships that respect human dignity
3. Everyone is responsible for preventing harm

#### **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 Positive School Climate Team, which promotes a positive, safe, inclusive and accepting school climate. This team will include at least one student, one parent/guardian, one teacher, one support staff member (non-teaching staff), one community member, and the principal.

The primary function of this team is to lead a safe and inclusive school environment. An existing committee, such as the School Council, may take on this role. The roles and responsibilities of each team member are as follows:

- Principal – attend meetings, provide input from the board perspective, and carry out actions as determined by the committee
- Chair – plans and organizes meetings, including the agenda
- Teacher members – attend meetings, provide input from the teacher perspective, and carry out actions as determined by the committee
- Support staff – attend meetings, provide input from a non-teacher perspective, and carry out actions as determined by the committee
- Parent – attend meetings, provide input from the parent perspective, and carry out actions as determined by the committee
- Student - attend meetings, provide input from the student perspective, and carry out actions as determined by the committee
- Community member – attend meetings, provide input from the community perspective, and carry out actions as determined by the committee

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

#### **A. PROGRAMS TO PREVENT AND RESPOND TO BULLYING**

Continue with current best practices as outlined above and explore other opportunities, programs, professional development, interventions and strategies.

## **B. PROGRAMS THAT BUILD POSITIVE RELATIONSHIPS**

1. Refresher on NVCI de-escalation strategies
2. Refresher on restorative practice – using restorative approaches to foster effective learning
3. Social-Emotional learning in classrooms
4. Mental Health Literacy learning in classrooms
5. School Council meetings
6. Mental Health First Aid
7. Assessment of Risk to Others (ARTO)
8. Suicide prevention

## **C. ACTIVITIES THAT PROMOTE A POSITIVE SCHOOL CLIMATE**

- Clarke United Group (GSA/Anti-bully group)
- Transition activities for students from The Pines (e.g., physics challenge; French day, Clarke Connectors)
- Restorative practice and consistent progressive discipline with clear expectations and consequences as outlined in the code of conduct
- TAMI (Talking About Mental Illness – Durham) program
- Girl Talk Club
- Administration visits to classrooms re Clarke Code of Conduct
- Clarke presence at community events (e.g., Orono Fair)
- Opportunities for grade 8 students to visit Clarke and for Clarke staff to visit The Pines (e.g., admin at Pines Open House, Grade 8 visit to classes at Clarke)
- Extra help at lunch and after school
- Gym supervised at lunch for intramural and pick up sports
- Inclusive, open-door atmosphere in guidance and the main office
- Transition meetings and ongoing communication with The Pines re grade 8 and 9 students
- Breakfast Program
- School and class trips
- Speakers invited to classes (e.g., for career information sharing)
- White Pine reading program
- Student access to construction shop and tech lab at lunch and after school
- Coop program and career fair
- Music concerts and art club
- Coaching/modelling through phys-ed
- Opportunities for Community Involvement advertised through Guidance
- Rotary Spring Cleanup Day
- Wellness activities

- School clubs
- Student led activities (Spirit Week, Dances, Prom)

#### **D. AWARENESS RAISING STRATEGIES FOR STUDENTS**

- Clarke United Group (GSA and bullying prevention)
- Education and awareness activities (e.g., pink shirt day (February), Day of Pink (April), anti-bullying buttons, Day of Silence, school posters, etc.)
- Participation in Bullying Awareness and Prevention week (November)
- School presentations on bullying awareness and prevention
- TAMI program and conference
- Trips to conferences (e.g., Ontario Student Leadership Conference, Girl Talk, etc.)
- School police liaison officer presentations and presence in school
- Classroom assignments related to citizenship, positive relationships, internet safety
- Administration visits to classrooms re Clarke Code of Conduct

#### **E. RAISING AWARENESS AND ENGAGING PARENTS/GUARDIANS AND THE COMMUNITY**

- School Council, communications through School Messenger and Edsby, school website
- Promote KPR Parent initiatives

#### **F. CURRICULUM AND DAILY LEARNING**

- Teachers to provide instruction on positive relationships, bullying prevention, mental health literacy, restorative teaching as related to curriculum expectations
- Guidance counsellors, school Mental Health Clinicians, and CYW to encourage and teach positive relationships, restorative practice, and bullying prevention as part of their work with students
- Support staff (i.e., office staff, custodial staff) encourage and model appropriate and respectful interactions and positive relationships

#### **G. STAFF AND STUDENT ROLE MODELS**

- Continue to provide in-service around supporting and modeling respectful behaviour for students
- Continue to provide in-service related to being equity-centred and trauma-informed and modeling this for students

- Continue connecting students in-risk with caring adults and supports in the school and community

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

- Staff training
- Promoting positive student behaviour
- Progressive Discipline
- Mental Health Literacy learning for staff and students
- Mental Health First Aid (for some staff members)
- Suicide Assist training (for some staff members)
- Safe Talk

## **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
  - a. Speak to a teacher, other staff member, or administrator
  - b. KPRDSB "Report It" web link – available on all school websites
  - c. Via parent/guardian conversation with school staff
  - d. Texting, emailing, or sending an Edsby message to a school staff member
2. Progressive discipline
3. Reintegration of students from suspensions or expulsions
4. Kids Help Phone Line – available on all school websites
5. Restorative practices
  - a. List types of proactive and responsive approaches

## 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