# Community, Culture and Caring
# School Bullying Prevention and Intervention Plan
# 2018-2019

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 Practice in dealing with office referrals where harm has occurred or preventatively where there is potential for harm to relationships (e.g. in guidance situations)
2. Student clubs (ie games, art)
3. Breakfast Programme
4. Staff/Students involved in Wellness Wednesday
5. Clarke United Group (GSA and bully prevention)
6. Education and awareness activities (e.g. pink shirt day, orange shirt day, anti-bully buttons, day of silence, school posters, 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 programme and conference
11. Champions for Youth programme
12. Extra-curricular activities
13. Safe places for students for lunch, etc.
14. Trips to conferences (e.g. Ontario Student Leadership Conference, Girl Talk, Etc.)
15. Presentations to staff on equity and diversity, dealing with differences, supporting students
16. School climate survey and focus groups
17. Support for individual students through guidance, SST, SRC, SBC
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 our school initiatives that promote safety and positive school climate through School Council, school website, synervoice, individual phone calls, Edsby
2. Promoting board and community initiatives re bully prevention and safe schools initiatives through School Council, school website, synervoice, individual phone calls, Edsby
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 in the 2016 Tell Them From Me school climate surveys and other communications are:

1.   Bullying – a clear want from the students to see improvement/increase the interventions
2.   Inclusivity – having opportunities for all students to be involved in the community
3.   Having diverse events available to allow students to see differing viewpoints

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

If students feel unsafe in any way, they are encouraged to report through a variety of ways including:

-speaking confidentially to a teacher, administrator or other adult in the school (in person or via phone call or email)

-reporting via the Report Bully area on the school/board website

-parent contact to report incidents or concerns

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

1. Feelings of safety in less supervised areas
2. Improving communication process for students to report bullying

Strategies we will use:
1. Involve police officer in school presentation
2. Continue staff in-service re supporting students (e.g. staff meetings, workshops)
3. In-service staff regarding Progressive Discipline and promote use of Progressive Discipline including Restorative Practice
4. Continue to offer variety of extra-curricular activities to provide opportunities for less formal interactions between staff and students

## 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 our school initiatives that promote safety and positive school climate via School Council, school website, synervoice, individual phone calls, Edsby
2. Promoting board and community initiatives re bully prevention and safe schools initiatives via School Council, school website, synervoice, individual phone calls, Edsby
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:

• Safety is everyone's responsibility.

• Everyone in our school community is responsible for promoting safe, caring relationships that respect human dignity.

• 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 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.

The roles and responsibilities of this team are as follows:

Principal – attend meetings, provide input from board perspective and carry out actions as decided by the committee
Chair – plans and organizes meetings, including agenda
Teachers members – attend meetings, provide input from teacher perspective and carry out actions as decided by committee
Non-teaching Staff - attend meetings, provide input from non-teacher perspective and carry out actions as decided by committee
Parent - attend meetings, provide input from parent perspective and carry out actions as decided by committee
Community Member - attend meetings, provide input from community perspective and carry out actions as decided by committee
Student - attend meetings, provide input from student perspective and carry out actions as decided by committee

## A. PROGRAMS TO PREVENT AND RESPOND TO BULLYING

Continue with current best practices outlined above and explore other opportunities, programs, PD, interventions and strategies

## B. PROGRAMS THAT BUILD POSITIVE RELATIONSHIPS

1. Restorative practice refresher
2. Circles in the classroom
3. Circles in staff meetings
4. The restorative classroom, using restorative approaches to foster effective learning
5. School Council meetings
6. Mental Health First Aid
7. Threat assessment
8. Suicide prevention

## C. ACTIVITIES THAT PROMOTE A POSITIVE SCHOOL CLIMATE

-Clarke United Group (GSA/Anti-bully group)
-Transition activities for students from 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 programme
- 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 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
-transition meetings and ongoing communication with Pines re grade 8 and 9 students
-Breakfast Programme
-School and classroom trips
-speakers invited to classes (e.g. for career information sharing)
-White Pine reading programme
-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 Service advertised through Guidance

-Rotary Spring Cleanup Day
- Wellness Wednesdays
-school clubs (Reach, White Pine, art, etc.)
-student led activities (Spirit Week, Dances, Prom)

## D.   AWARENESS RAISING STRATEGIES FOR STUDENTS

- Clarke United Group (GSA and bully prevention)
- Education and awareness activities (e.g. pink shirt day, anti-bully buttons, day of silence, school posters, etc.)
- School presentations on bullying awareness and prevention
- TAMI programme and conference
- Trips to conferences (e.g. Ontario Student Leadership Conference, Girl Talk, Etc)
- School liaison police 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 AND THE COMMUNITY

- Parent Council, newsletter, school web-site
- Promote KPR Parent initiatives

## F.   CURRICULUM AND DAILY LEARNING

- Teachers to provide instruction on positive relationship/bully prevention/restorative teaching as related to curriculum expectations
- Guidance counsellors, school board counsellors, CYW, retention counsellor to encourage and teach positive relationships, restorative practice and bully prevention as part of their work with students
- Support staff (e.g. secretaries, custodians) encourage and model appropriate and respectful interactions and positive relationships

## G.   STAFF AND STUDENT ROLE MODELS

- Continue to provide inservice around supporting and modeling respectful behaviour for students
- Continue programs that provide opportunities for senior students to mentor and model positive behaviour for younger students
- Continue connecting in-risk students with caring adults in the school and community

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

- Staff training
- Progressive Discipline
- Mental Health First Aid (for some staff members)
- Suicide Assist (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, Principal or Vice Principal
b. KPRDSB Report Bullying Web link – available on all school websites
c. Via parent/guardian conversation with school staff
d. Texting or emailing a school staff member
e. Kids Help Phone Line – available on all school websites
2. Restorative practices
3. Progressive discipline
4. Reintegration of students from suspensions or expulsions

## 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

## 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