

Percy Centennial Public School
Bullying Prevention and Intervention Plan
2022/23

At Percy Centennial Public 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 Council, 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

Percy Centennial Public 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:

1. Restorative practices to work through issues that arise
2. Progressive discipline policy in our Code of Conduct

We will engage parents in conversations about preventing bullying and in promoting a positive school climate.

We are engaging our School Council by:

Sharing and receiving feedback around our Code of Conduct

Familiarizing parents and explaining the progressive discipline process

Informing and seeking support regarding events centred on positive student interaction

We recognize the important connection between home and school, which include:

- A collaborative and supportive home/school environment

- Encouragement of parent involvement in all aspects of school life

- An active, healthy lifestyle that includes reducing screen time

We implement prevention strategies and programs which focus on:

- Healthy lifestyles and relationships

- Student leadership

- Character Education

- Equity and Diversity

- Conflict resolution

- Restorative practice

- Bullying prevention

- Social Skills programming

- Proactive measures such as the Calming room and various recess clubs

EVALUATION OF EVIDENCE

Pre-evaluation strategy

The main issues of concern raised by our students in our school climate surveys (2018) and other communications are:

Concerns raised regarding our physical environment are:

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

3. FOLLOW-UP ACTIONS

We will actively communicate our policies, procedures and guidelines to our school community. We will also involve our school community in reviewing our policies, procedures and guidelines relating to bullying, discrimination and harassment, by taking the following steps:

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

- a. Everyone has their own unique and equally valued perspective.
- b. Thoughts influence emotions, emotions influence actions.
- c. Showing empathy and consideration for others.
- d. Identifying needs and possible supports.
- e. Collective responsibility for problem solving and decision making.

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.

PROGRAMS TO PREVENT AND RESPOND TO BULLYING

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

Restorative Practices

Participation in all Days of Pink

Publicizing KPR's Report Bullying weblink through school newsletters and the school website

Provide opportunities for Student Leadership

Various Recess Clubs

PROGRAMS THAT BUILD POSITIVE RELATIONSHIPS

1. Model Me Kids Social Skills program
2. Zones of Regulation Emotions program
3. Restorative Practices, especially focusing on questions
4. Referrals to our KPR Mental Health Clinician or outside resources

ACTIVITIES THAT PROMOTE A POSITIVE SCHOOL CLIMATE

1. Circles in Classroom when necessary
2. Calming Room
3. Equity and Diversity planned events/activities
4. Belonging and Inclusion
5. School Spirit Days

AWARENESS RAISING STRATEGIES FOR STUDENTS

1. Model Me Kids and Self-Regulation strategy teaching
2. Social emotional learning programs
3. Zones of Regulation teaching
4. Participating in Bullying Awareness and Prevention Week in November, Pink Shirt Day in February, and the Day of Pink in April.
5. Equity and Diversity/School Spirit events

RAISING AWARENESS AND ENGAGING PARENTS AND THE COMMUNITY

1. School Council focused discussions to raise awareness and engage parents

CURRICULUM AND DAILY LEARNING

- a. Ongoing Self-Regulation teaching in all classrooms
- b. Professional Learning team discussions on building safe classroom communities ensuring:
 - a. Everyone has their own unique and equally valued perspective.
 - b. Thoughts influence emotions, emotions influence actions.
 - c. Empathy and consideration for others.
 - d. Needs and possible supports are identified.
 - e. Collective responsibility for problem solving and decision making.

G. STAFF AND STUDENT ROLE MODELS

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

1. Staff professional learning
 - a. Equity PD focused on anti-racism

2. Review the challenges in order to identify those most likely to experience difficulties:

- a. Increased or non-reporting of bullying incidents
- b. Unpredictable crisis
- c. Difficulty developing and sustaining committees with community partners
- d. External changes that change mandate
- e. KPR staff turnover (teachers, EA's, CYW's, School Board Counsellors, etc.)

5. INTERVENTION AND SUPPORT STRATEGIES

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
- b. KPRDSB Report Bullying Web link – available on all school websites
- c. Parent/guardian conversation with school staff
- e. Kids Help Phone Line – available on all school websites
- f. Check in regularly with students who are at risk of being bullied or who are affected by bullying
- g. Connect caring adults other than homeroom teachers to students with identified needs
- h. Provide supervision in areas where and when bullying happens, as identified through climate surveys

2. Progressive discipline

3. Reintegration of students from suspensions