

BULLYING PREVENTION AND INTERVENTION PLAN

Courtland Avenue Public School will strive to create a safe, caring, and inclusive school climate. We will also address inappropriate behaviour and ensure that a whole-school approach is used to engage the entire school community. Our commitment to fostering a safe, caring, and inclusive school climate is reflected in all aspects of our school practices.

We believe that a safe, caring, and inclusive school is fundamental to ensuring:

- Student well-being
- Student engagement
- Student achievement

The school will utilise the following definition of bullying from the Ministry of Education in its communication with the school community:

Bullying is behaviour that can be repeated or occur one time and can be carried out by an individual or group of individuals. Bullying, including cyberbullying, may be intentional or unintentional, direct or indirect. It can take many forms including physical (for example, pushing, tripping), verbal (for example, name-calling, insults, threats, sexist/racist/transphobic comments), social, also known as relational (for example, spreading rumours, intentionally excluding others, humiliating others with public gestures) and causing harm to one's property.

Bullying can occur in situations where there are real or perceived power imbalances between individuals or groups and may be a symptom of racism, classism, homophobia, sexism, religious discrimination, ethnic discrimination or other forms of bias and discrimination. Bullying can also be based on, but not limited to, body size, appearance, abilities, or other real or perceived factors. Perceptions about differences are often based on stereotypes perpetuated in broader society.

Cyber-bullying

Examples of cyber-bullying may include:

- sending or sharing hateful, insulting, offensive, and/or intimidating electronic communication or images via text messages, emails, direct messages
- revealing information considered to be personal, private, and sensitive without consent
- making and/or engaging, and/or participating in fake accounts on social networking sites to impersonate, humiliate and/or exclude others
- excluding or disrupting access to, a student on purpose from online chat groups, access to accounts and during digital gaming sessions

Courtland Avenue will use the following Bullying Prevention Strategies

1. Communicate School and Board Policies:

- Use of The Courtland Code of Conduct provides general guidelines and states that a Courtland citizen is:
 - to show respect for other persons and property in words and actions
 - to actively promote pride in and support of the school and do our jobs as students
 - to be safe in our actions
- Courtland Avenue's Mission Statement [Courtland Mission Statement](#)
- Classroom Admin Visits at the start of each term to share school values
- Guidance Visits
- Child and Youth Worker referrals
- Being Respectful, Being Safe, and Contributing Positively
- Communicate, strengthen understanding, and implementation of Board Policies as follows:

Courtland Avenue will use WRDSB directives as follows:

- [Board Policy 1008 – Equity and Inclusion;](#)
- [Board Policy 6000 – Safe Schools;](#)
- [Board Policy 6001 – Code of Conduct;](#)
- [Board Policy 6008 – Student Discipline;](#)
- [Board Policy 6009 – Bullying Prevention and Intervention](#)
- [Student Bullying Prevention and Intervention Procedure AP1200](#)
- [Faith and Religious Accommodations Procedure AP1230](#)
- [Administrative Procedure 1260 – Student Discipline;](#)
- [Responsible Use Policy AP4070](#)

Courtland Avenue will also use Ontario Ministry of Education directives as follows:

- [Policy/Program Memorandum 144 | Education in Ontario](#)
- [PPM No. 119](#), “Developing and implementing equity and inclusive education policies in Ontario schools”
- [PPM No. 120](#), “Reporting violent incidents to the Ministry of Education”
- [PPM No. 128](#), “The provincial code of conduct and school board codes of conduct”
- [PPM No. 145](#), “Progressive discipline and promoting positive student behaviour”
- [Municipal Freedom of Information and Protection of Privacy Act](#), [Ontario Human Rights Code](#), [Accessibility for Ontarians with Disabilities Act](#), [Education Act](#) and regulations made under the Education Act



2. We offer partial and whole school activities and clubs that promote a positive school climate:

- Affinity groups (e.g., GSA, BSA, Asian affinity, Indigenous affinity groups)
- Spirit days that increase positive connections to the school
- Safe, Caring and Inclusive Schools Committee
- Many clubs, activities, and teams that promote a positive school climate
- Land Acknowledgements
- Guest speakers that provide diverse representations of the school, and school community, with a focus on inclusion and an educational forum, which shares messages around support for bullying, mental health, and well-being
- Encouraging class meetings and class agreements for community building and expectations.
- Child and Youth Worker Office, and safe zones
- Leadership teams
- Multi-Faith Prayer and smudge rooms

3. Create a Safe, Caring, and Inclusive School Team (SCIS)

A positive school climate is defined by the Ministry of Education as “the sum total of all the personal relationships within a school”. When these relationships are founded in mutual acceptance and inclusion, and modelled by all, a culture of respect becomes the norm. Confirmation of a positive school climate is when all members of the school community feel safe, accepted and included. This team will invite discourse to discuss trends and offer recommendations for solutions in building and sustaining a positive school climate for all students and to provide opportunities for all students to reach their full potential.

Objectives:

1. Review the data from annual surveys and recommend appropriate measures to address areas of concern.
2. Develop awareness and understanding, for all stakeholders, of the factors that contribute to a safe, inclusive, caring and accepting school climate.
3. Identify ways we make staff and students aware of how they can help prevent and address bullying; including the creation and/or maintenance of a ‘Bullying Prevention and Intervention Plan’ for the school

4. Promote and engage students and staff in activities during local, national, and international events:

- Use of WRDSB Dates of Importance page to help guide our system in the planning of celebrations throughout the school year
- Use of the Creed Accommodation Days page when planning special events, trips, tests and exams.
- Random Act of Kindness Day (Canada)
- The National Day for Truth and Reconciliation; Orange Shirt Day
- Treaty Recognition Week
- Bullying Prevention Week; Pink Shirt day
- Bell “Let’s Talk” Event
- World Kindness Day
- UN International Day for the Elimination of Racism; Crossing Borders
- Community food drives; Community connections

5. Promote healthy relationship building, equity and inclusive practices, and community building programs that are present within the school, classroom and the wider school community through the following:

- Role-modelling by caring adults and student leaders within the school; Mentorships
- Embedding social/emotional learning within the subject curriculum;
- School wide SEL programming and collaboration
- Supporting Mental Health and Well-being through the Well-being Initiative and community resources (e.g., Kids help Phone counsellor’s in the classroom)
- Increasing shared language around problem-solving and conflict resolution for students;
- Improving the representation of our diverse school and community in our displays, programs and events through culturally responsive pedagogy;
- Supportive stance of historically oppressed identities, including but not limited to Muslim, Black, and LGBTQ+ communities

6. Engage Parents/Guardians/Caregivers in early and ongoing dialogue:

To increase awareness around building a safe, caring and inclusive school culture, the school will endeavour to increase education, awareness, and outreach through the use of the following best practices:

- Annual review of the School and Board Code of Conduct, and supporting Bullying Prevention and Intervention Policies and Procedures with students, staff and Parent/Guardian/Caregiver, through:
- Assemblies, classroom review, published Code of Conduct on the school website, and providing links from the school website to the Board website;
- Posting the Bullying Prevention and Intervention Plan on the school's website;
- Staff meeting presentations and general information sharing, including Professional Development, sharing information at School Council meetings, Parent/Teacher consultations, and other Parent/Guardian/Caregiver meetings, Grade 6 Evening, and Grade 8 to 9 transitions;
- Sharing this information with the Safe, Caring and Inclusive School Team;
- Ensuring parents/guardians/caregivers are aware of how to report incidents of bullying and inequity;
- Sharing information through the school website, School Day, and social media postings.
- School Climate Surveys

The School has identified the following strategies to engage parents in conversations about bullying prevention and equity and inclusive initiatives:

- Parent/Guardian/Caregiver - Teacher Conferences;
- School Council Meetings;
- Safe, Caring and Inclusive School Team; School Climate Surveys
- School communications with home;
- Workshop sessions for Parents/Guardians/Caregivers, including promoting those offered by the Board, and community partners;
- School website with direct posts or links to the Board website, community agencies, organisations etc.; and
- Invitation of relevant and diverse community agencies and supports.

EVALUATION OF BULLYING PREVENTION STRATEGY

The School recognizes that effective anti-bullying strategies must be evidence-based.

1. The school will base its bullying interventions, strategies, practices and programs on evidence from the school's annual climate surveys and other relevant information. The school will take the following steps to assess anti-bullying initiatives and strategies:

- Evaluate the evidence to determine the main areas of concern, identify issues in the physical environment, determine current procedures, and assess the strategies in place based on the 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 be witness to or affected by the bullying).
- Review and update the School's strategies as a result of gathering new information and share with the school community.
- Courtland Ave. staff use an Equity Reporting tool to monitor any incidents that could cause harm to students based on Human Rights protected categories - Courtland Equity Review Committee meets to discuss preventive and remedial education strategies

2. The School's Bullying Prevention and Intervention Plan will follow the Plan, Act, Assess, and Refine Model on an annual basis in the service of continued improvement.

3. The school will consider the following points when developing and /or revising the Bullying Prevention Strategy:

- The School's main issues of concern raised by students, staff and parents/guardians/caregivers in the annual school climate survey and any other relevant information.
- The School's concerns in respect of the physical environment.
- The School's current processes for response, reporting, support and follow-up on issues.
- Based on the school climate survey results and other relevant information, what areas have shown success and improvement?
- Based on the school climate survey results and other relevant information, what areas require improvement?
- Based on the above, what action plan should the School implement to address the areas of concern?
- The School will reassess the results of subsequent school climate surveys to verify the efficacy of the anti-bullying initiatives, and inclusive strategies implemented. The post-evaluation phase gathers evidence to test the efficacy of the prevention, responses, interventions or supports provided for changes to be made, where necessary.

4. The School will also:

- Provide opportunities for regular check-ins with students at-risk or affected by bullying;
- Provide opportunities for teachers to develop effective classroom management strategies using progressive discipline;
- Provide opportunities to learn about the language of inclusion, as well as the matter of social privilege and its impact on relationships;
- Provide training for staff to identify potential areas of conflict to engage in early intervention strategies;
- Establish and maintain respectful and caring classrooms that also reflect the diversity of the school and community; and
- Align supervision plan to address where and when bullying happens, as identified through climate surveys.

5. The School recognizes the importance of using timely interventions and supports a school-wide approach. To this end, the School will:

- Use teachable moments within a progressive discipline approach to address inappropriate behaviour, and consider mitigating and other factors;
- Have in place processes and strategies to identify and respond to bullying when it happens;
- Identify strategies for supporting all students involved in bullying- e.g. restorative justice
- Communicate the progressive discipline approach to the school community and the procedures in place to support the student.
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6. The School supports the use of evidence-informed interventions and support strategies promptly and using a whole school approach.