



## **Courtice Secondary and Intermediate School**

1717 Nash Road  
Courtice, ON L1E 2L8  
(905) 436-2074  
Fax: (905) 404-0530  
<http://courtice.kprdsb.ca>

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

At Courtice Secondary and Intermediate 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.

.....

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

Courtice Secondary and Intermediate 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. Restorative Practices
2. Progressive Discipline checklist
3. Positive Mental Health School Child and Youth Worker
4. Gay Straight Alliance Group
5. Girl Empowerment Group
6. REAL program – Drama
7. Community Officer
8. In school assemblies

## 9. LINK Crew

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

1. Engaging our School Council conversations about events and activities happening in the school
2. School Newsletters, website and EDSBY with relevant information about Bullying and Mental Health
3. Mental Health First Aid offered through our School Council
4. Sharing our "Tell Them From Me" survey with action items.

## 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. Perceptions of students not feeling safe attending school
2. Increase in need of education and support for mental health issues.
3. Bullying/conflicts arising among students

Concerns raised regarding our physical environment are:

1. Sharing of facilities between two schools

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

1. Safe Schools Incident Report form and responses – clarify the process and responses
2. Based on a review our school climate survey results and other communications, we have been successful in the following areas:
  - a. Successful practices from our school include changing the supervision schedule to cover high needs areas and informing students who they can go to for help.
  - b. Successful practices across KPR from last school year include educating the community through newsletters about bullying and conflict.
3. In the school, issues are reported to administration, teachers, support staff, bus drivers or bullying link on web site.
4. Issue will be referred to administration for investigation and follow up.
5. Progressive discipline strategies are followed.

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

1. Creating a greater awareness and understanding of mental health issues for the entire school community and building resiliency skills.

2. Build trusting relationships and rapport with caring adult and students.
3. Student perception of the difference between bullying and conflict.

1. LINK Crew Program
2. Me to We group
3. Restorative practices
4. Positive Mentally Healthy Schools initiative
5. Offering extra-curricular groups based on diverse interests.
6. Enlisting Student Voice through surveys and discussions.

### **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:

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

1. Upholding the standards of behaviour as outlined in the Code of Conduct which is displayed in every classroom and on the web site.
2. Contribute to make the school environment safe and conducive to learning/working, free from discrimination, physical and/or psychological abuse.
3. Be a partner in the school community and to work co-operatively with each other.
4. 5 themes and 5 useful questions
  - a. Everyone has their own unique and equally valued perspective.
    - i. What's happened from your perspective?
  - b. Thoughts influence emotions, emotions influence actions.
    - i. What were you thinking at the time and what have you thought about since?
  - c. Empathy and consideration.
    - i. Who has been affected and how?
  - d. Needs and unmet needs.
    - i. What do you need so that things can be put right and everyone can move on?
  - e. Collective responsibility for problem solving and decision making.
    - i. How can you address these various needs together?

### **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.

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

1. 4<sup>th</sup> R – Relationships <http://youthrelationships.org/>
2. WITS (Walk away, Ignore, Talk it out, and Seek help) <http://www.witsprogram.ca/>
3. Kids Have Stress Too – grade 7
4. LINK Crew Program
5. Gay Straight Alliance
6. REAL drama program
7. Bullying Awareness days/week and associated activities
8. Big Brothers and Sisters mentors
9. Publicizing KPR's Report Bullying weblink through school newsletters and the school website
10. Announcements, posters and banners educating student body
11. Positive Mentally Healthy Schools initiative
12. Me to We

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

1. Restorative practice refresher
2. Circles in the classroom
3. LINK Crew Program
4. School Spirit Weeks
5. School Council meetings and initiatives
6. Student-Teacher competitions
7. Breakfast Club
8. Leadership Council
9. Positive Mentally Healthy Schools initiative
10. Girls Empowerment group
11. Co-curricular activities
12. Gay Straight Alliance club

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

1. Link Crew
2. TAMI (Talking About Mental Illness – Durham)
3. Circles in Classroom
4. Positive Choices/Positive Decisions
5. Me 2 We
6. Belonging and Inclusion

7. Participating in Bullying Awareness days/ week during the school year
8. Spirit Weeks
9. Mental Health Fair
10. Additional activities as lead by Positive Mentally Healthy Schools Child and Youth Worker

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

1. Announcements, posters and banners
2. Social emotional learning programs
3. Newsletters, website, EDSBY
4. Participating in Bullying Awareness and Prevention Week in November, Pink Shirt Day in February and the Day of Pink in April
5. REAL drama program
6. Walk a Mile activity

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

1. School Council meetings
2. Newsletters, web sites, EDSBY, synervoice messages
3. Parent nights

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

- a. Health Education following the Ontario curriculum document for Health and Physical Education

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

1. *Big Brother Big Sister mentoring program for at-risk students*
2. *LINK crew*
3. *Leadership council*

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

1. Staff training
  - a. Circles in the classroom
  - b. Building safe classroom communities
  - c. Emotional Intelligence and Restorative Practice
  - d. Safe Talk
  - e. Mental Health First Aid

## 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. Anonymous drop box in school
  - d. Via parent/guardian conversation with school staff
  - e. Texting or emailing a school staff member
  - f. Kids Help Phone Line – available on all school websites
  - g. Guidance, Child and Youth Worker, Student Success Teacher, Student Retention Counsellor
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.
- Focus on new understanding and fixing the harm caused

## **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
- work with students leadership and clubs to educate, intervene and build awareness.