St. Padre Pio Catholic School

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BULLYING PREVENTION AND INTERVENTION PLAN

St. Padre Pio Catholic Elementary School

EDUCATION, AWARENESS AND OUTREACH

St. Padre Pio (the "School") recognizes that a whole-school approach to engaging the school community will help the School's efforts to address inappropriate behaviour.

To this end, the School will utilise the following Ministry of Education definition of bullying in communications with the school community:

Bullying is 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. Bullying behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying
Cyber-bullying is bullying by electronic means 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.

Cyber-bullying may include but is not limited to:
(a) Sending or sharing hateful, insulting, offensive, and/or intimidating electronic communication or images via text messages, emails, direct messages;
(b) Revealing information considered to be personal, private, and sensitive without consent;

(c) Making and/or engaging, and/or participating in fake accounts on social networking sites to impersonate, humiliate and/or exclude others; and,

(d) Excluding or disrupting access to, a student on purpose from online chat groups, access to accounts and during digital gaming sessions.

In its communication efforts, the School will:

(a) Identify different types of bullying, including cyber-bullying
(b) Explain the myths and realities of bullying behaviour
(c) Identify bullying and differentiate bullying from conflict, aggression and teasing
(d) Define power and peer dynamics
(e) Identify how biases, prejudice and hate can lead to bullying
(f) Identify different manifestations and underlying factors of bullying, such as body image, racism, sexism, homophobia, disability, etc.
(g) Communicate a whole school approach and the essential importance of a <u>positive school climate</u> for student achievement and well-being
(h) Work to develop an awareness and understanding of the factors that contribute to a safe, inclusive, caring and accepting school climate
(i) Identify ways to make students aware of how they can help prevent and address bullying
(j) Identify strategies to engage parents in conversations about bullying prevention and how to promote a positive school climate
(k) Reach out to parents and the broader school community
(l) Reflect on relationships and interactions and focus on promoting healthy relationships using a variety of strategies
(m) Investigate community partners and resources available in the community

The School will also communicate and share with the school community, "policies and procedures including the Board/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.

The School will endeavour to increase education, awareness and outreach by using ~~continuing~~ best practices.

The School will identify and implement strategies to engage parents in conversations about bullying prevention and how to promote a positive school climate.

EVALUATION OF EVIDENCE

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

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

(a) Evaluate the evidence to determine the main areas of concern, and identify issues in the physical environment, determine current procedures, and assess the strategies in place based on results of the school climate surveys and other relevant information.

(b) 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). The School will consider using a risk assessment approach in this process.

(c)   Review and update the School's strategies as a result of gathering new information and share updates with the school community.

Pre-Evaluation Strategy
The School's main issues of concern raised by students, staff and parents in the school climate surveys and based on other relevant information have been identified and reviewed by the School for appropriate follow-up.

The School's concerns raised in respect of the physical environment have been identified and reviewed by the School for appropriate follow-up.

The School's current processes for reporting, responding, supporting and following up on issues have been reviewed and revised as appropriate.

Based on a review of the school climate survey results and other relevant information, areas of success and/or improvement have been identified and utilized to update School practices.

Based on the school climate surveys and other relevant information, areas requiring improvement have been identified and utilized to update School practices.
Based on the above, the School has implemented an appropriate action plan to address areas of concern.

Post-Evaluation Strategy
The School will reassess the results of subsequent school climate surveys to verify the efficacy of the anti-bullying initiatives implemented. The "post-evaluation phase gathers evidence to test the efficacy of the prevention, responses, interventions or supports provided in order for changes to be made, where necessary."

Upon re-evaluation, the School will update the information in the action plan to reflect the effectiveness of its anti-bullying initiatives.

POLICY AND PROCEDURES

The School recognizes that a whole school approach and a strong policy and legislative framework are important for bringing widespread change.
The School also recognizes that the goals of policy initiatives must address the areas of challenge identified in school climate surveys and other relevant data.

The School will actively communicate its policies, procedures and guidelines to the school community (including involving the school community in the review and/or development of policies, procedures and guidelines relating to bullying, discrimination and harassment). The roles/responsibilities of the school community (students, staff, parents, and community members) will be continually reviewed in order to implement best practices.

PREVENTION

The School recognizes that fostering a positive learning environment will help to reduce possible bullying, harassment, and discrimination incidents. The School is committed to taking steps to strengthen prevention measures.

The roles and responsibilities of the safe and accepting school team (which will be communicated with the school community) are being implemented and revised as appropriate.

Based on its evidence-based analysis, the School has identified and implemented as appropriate the following practices and initiatives for bullying prevention (as divided by categories set out in the Model Plan):

(a)   Bullying prevention and intervention programs or activities that are evidence-informed and that address the needs identified by the Board or the School;
(b)   Relationship building and community building programs that are present in the school, classroom and in the larger community;
(c)   Activities that promote a positive school climate;
(d)   Awareness raising strategies for students, e.g. social emotional learning, empathy, developing self-regulation skills;
(e)   Awareness raising strategies to engage community partners and parents in early and ongoing dialogue;
(f)   Ways to link curriculum and daily learning; and,
(g)   Ways to support and encourage role modeling by caring adults and student leaders within the School and school community.;

The School has also identified and implemented as appropriate the learning and training opportunities for school staff and the school community that are needed.

The School will also:
   (a) Provide opportunities for regular check-ins with students at risk or affected by bullying;
   (b) Provide opportunities for teachers to development effective classroom management strategies using progressive discipline;
   (c) Establish and maintain respectful and caring classrooms; and,
   (d) Align supervision plans to address where and when bullying happens, as identified through climate surveys.

INTERVENTION AND SUPPORT STRATEGIES

The School recognizes the importance of using timely interventions and supports with a schoolwide approach.
To this end, the School will:
   (a) Use teachable moments within a progressive discipline approach to address inappropriate behaviour, and consider mitigating and other factors;
   (b) Have in place processes and strategies to identify and respond to bullying when it happens;
   (c) Identify strategies for supporting all students involved in bullying; and,
   (d) Communicate the progressive discipline approach to the school community and the procedures in place to support the student.

The School supports the use of evidence-informed interventions and support strategies in a timely manner and using a whole school approach.