



Policy Statement:

Providing students with an opportunity to learn and develop in a safe, inclusive, and accepting school climate is a shared responsibility in which school boards and schools play an important role. The school climate may be defined as the learning environment and relationships found within a school community. The following are some characteristics of a positive school climate:

- Students, staff members, and parents feel safe, included and accepted.
- All members of the school community demonstrate respect, fairness, and kindness in their interactions, building healthy relationships that are free from discrimination and harassment.
- Students are encouraged and given support to be positive leaders and role models in their school community.
- Open and ongoing dialogue takes place between the principal, staff members, parents and students. All partners are actively engaged.
- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
- Every student is inspired and given support to succeed in an environment of high expectations.
- Bullying prevention and awareness-raising strategies for students and staff are reinforced through curriculum-linked programs

Research shows that bullying is a serious issue that has far-reaching consequences for individuals, their families and peers, and the community at large. Research also indicates that a clearly-articulated school-wide bullying prevention policy is the foundation of effective bullying prevention programming.

Bullying:

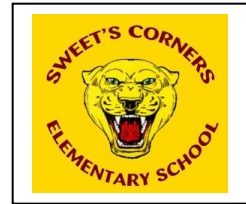
- Adversely affects a student's well-being and ability to learn.
- Adversely affects the school climate, including healthy relationships.
- Will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

Definition of Bullying:

For the purposes of policies on bullying prevention and intervention, as provided in subsection 1(1) of the Education Act:

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.
- 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

(1.0.0.1) For the purposes of the definition of bullying in section (1), behaviour includes the use of any physical, verbal, electronic, written or other means of aggression.

Cyberbullying

(1.0.0.2) For the purposes of the definition of bullying in section (1), 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.

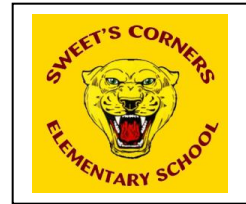
Aggressive behaviour may be intentional or unintentional, direct or indirect. It can take many forms, including physical, verbal and social.

Aggressive behaviour may include:

Physical	Verbal	Social/Relational
<ul style="list-style-type: none"> • hitting • pushing • slapping • tripping 	<ul style="list-style-type: none"> • name calling • mocking • insults • threats • sexist, racist, homophobic, or transphobic comments 	<ul style="list-style-type: none"> • gossiping • spreading rumours • excluding others from a group • humiliating others with public gestures or graffiti • shunning or ignoring • may occur through the use of technology

Safe and Accepting School Team:

<i>Name of team member</i>	<i>Position</i>
Lyndsay Pilling	Principal
Kathy Bough	Teacher
Karrie Kirton	Office Administrator
Jennifer Perry	Parent
Timothy Last	Student
Peyton Gallimore	Student
Taylen Jones	Student
Ashlyn Hartley	Student



Goal/Goals:

We are committed to fostering a safe and accepting learning environment that promotes the well-being and academic achievement of all learners using a whole school approach.

Specific Goals:

- 100% of students will be familiar with our Kelso's Choices program and know how to implement the strategies when experiencing conflict.
- All students will learn mindfulness and self-regulation strategies in order to promote mental wellness. Students will develop their own "toolbox" of strategies to promote mental wellness.
- Every student will be able to identify a staff member that they feel comfortable approaching for support if they experience something that makes them feel unsafe.

Actions: (specific actions that will be implemented in response to the goal/goals identified)

Gather information about students' sense of safety while at school:

- School-wide "School Culture Survey" to gather data on students' perception of their safety at school.

To Increase Self-Advocacy:

- Teachers will teach, review and reinforce the Kelso's Choices program.
- Supervision schedule to ensure that all students have easy access to staff during unstructured times.

Bullying Awareness and Prevention Strategies: (list strategies that are used with staff, students and parents to support bullying awareness and prevention)

- Regular item at Staff Meetings / School Council Meetings
- Kelso's Choices with reminders on announcements, posters in every class
- Grade 6 Recess Helper program with Kelso's Choices visual supports
- Everyday Speech videos shared in classrooms
- Bus Rules and Reminders on announcements
- Recess Rules and Reminders on announcements
- Mindful Monday – mental wellness weekly activity on announcements
- Zones of Regulation promotion
- Cougars with Character to recognize students with great character
- Colour House point system to promote school spirit, acts of kindness school-wide
- Progressive Discipline; A Bias-free approach
- World Kindness Day & Anti-Bullying Week (November)
- Pink Shirt Day
- Support for students through student nutrition, sponsored hot lunches, clothing, C4K funding, etc. to reduce stigmas of poverty
- OPP Anti-Bullying and Media Smart presentations

Reporting Bullying: (Outline how bullying can be reported at your school)

- Report directly to a trusted staff member
- Via staff observation and intervention (PPM 144/145)
- Parents support their children in reporting to school staff if a concern is disclosed at home.



Intervention Strategies: (List the intervention strategies/responses to bullying that are used at your school)

- Progressive Discipline
- Self-regulation Zone and Cozy Corner in classrooms
- Sensory Path and Body Break Room
- Kelso's Choices – reminders during announcements, posters, modelling during intervention
- Cougars with Character – weekly recognition of students displaying great character
- All staff regularly support students in conflict resolution to work through issues
- Referral to counselling and/or SSC
- Regular class visits and recess yard presence by principal

Capacity Building: (list all of the types of training that will occur for students, staff and parents in relation to bullying prevention and intervention/school climate)

Staff	Students	Parents
<ul style="list-style-type: none"> - PPM 144 & 145 Training - BMS Training - SIEP work - Staff meeting 	<ul style="list-style-type: none"> - Announcements - Classroom visits - OPP Partnership Presentations - Mindful Monday - Character Development Experiences - Posters and visuals - Colour House Point System - Cougars with Character - Everyday Speech resource - Kelso's Choices programming 	<ul style="list-style-type: none"> - School Council Meeting sessions about Kelso's Choice and the Zones of Regulation - Regular parent emails

Communication Strategies: (list all of the means by which you are communicating the plan, strategies, interventions, and resources to staff, students, parents...in relation to bullying intervention and prevention and school climate).

- Classroom visits by principal
- Posters and visuals throughout the school
- Assemblies
- Announcements
- Regular information to parents via Open House, email, social media and School Council
- Safe & Accepting School Committee meetings

