

Lakeshore Public School
BPIA 2021-2022

Bullying Prevention and Intervention Action Plan **2021/ 2022**

Providing students with an opportunity to learn and develop in a safe and respectful society is a shared responsibility in which the board and our schools play an important role. Schools with bullying prevention and intervention strategies foster a positive learning and teaching environment that supports academic achievement for all students and that helps students reach their full potential. Bullying prevention and intervention strategies must be modeled by all members of the school community.

from HDSB Bullying Prevention and Intervention Administrative Procedure

Definition of Bullying

Bullying means **aggressive and typically repeated behaviour** by a student where,

- a) the behaviour is intended, or the student ought to know that the behaviour would be likely to have that effect of,
 - causing fear or distress to another individual, including physical, psychological, social or academic harm, harm to the person's reputation or property, or
 - creating a negative environment at the 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. For the purposes of the definition of bullying, bullying by electronic means (commonly known as cyber-bullying), including, creating a web page or blog in which the creator assumes the identity of another person or impersonating another person as the author of content or messages posted on the internet; communicating material electronically to more than one individual or posting material on a web-site that may be accessed by one or more individuals

from Accepting Schools Act 2012

WELL-BEING MEMBERSHIP	2021 / 2022
<i>School</i>	Lakeshore

<i>Principal or Vice Principal</i>	Kelly Hughes-Allen
<i>Teacher</i>	Jennifer Hastings, Sarah Pullen, Kathryn Nichols, Sabina Fritz, Franca Spagnolo
<i>Non-Teaching Staff</i>	Nicole Sills (CYC)
<i>Families Community Partner</i>	Michelle Hyatt
<i>Community Partner</i>	Dawn Freeland
<i>Students</i>	Dylan Hyatt
WELL-BEING CONTACT PERSON (must be a staff member)	Sarah Pullen
Contact Email Address	pullens@hdsb.ca

Types of bullying that exist in our school

(as identified through school based data and information)

- Verbal**: taunting, swearing, making fun of others for being different (race, religion, culture, gender, gender identity, sexual orientation), teasing others for not being good at a particular sport activity; mimicking others, ignoring others, name calling, put downs
- Cyber**: making fun of others for being different, posting inappropriate comments on social media/online platforms
- Physical**: shoving, kicking, throwing objects at others, purposely tripping others, chasing others, physically excluding others from group activities *(The above include social components as well)*

School Bullying Prevention SMART Goal

- Students will be able to describe what empathy is, as well as identify their own emotions and emotions in others
- Students will be able to identify the types of bullying that exist in our school and the plan of action when being bullied or are a bystander

Bullying Prevention and Awareness Strategies/Curricular Connections/Activities

(for whole school, and those students at risk of bullying behaviours)

Resources: Bullying Prevention Week activities (whole school), International Day of Pink (whole school), community circles/classroom meetings, CPS, Discriminatory and Harmful Language Protocol, Zones of Regulation, restorative practices, Mental Health Week resources and activities, Code of Conduct

Strategies to Promote Appropriate Student Behaviours and Inclusion: student voice, student choice, Community Circles/classroom meetings, diversity in classroom resources, CPS, restorative practices, differentiation, modelling of expected behaviours, establish positive relationships with families, Harmful Language Protocol, extra-curricular clubs and activities

Conflict Resolution Strategies: Collaborative Problem Solving (CPS), restorative practice, community circles/classroom meetings

Bullying Intervention and Support Strategies

(for individuals who cause harm, are impacted by harm and are witness to harm)

Students have opportunities to play an active role in the reporting of, reflection on and restorative nature of concerning behaviour in an effort to share leadership opportunities and provide opportunities for accountability in creating and maintaining Lakeshore's culture.

Students, staff and families are partners in the process to report bullying, name and acknowledge incidents in a timely fashion using Harmful Language Protocol when appropriate, ensure safety of all, gather information, engage students who are involved in problem solving, recording, ask questions, investigate, make a plan, follow up, counsel students, support students in Restorative Practice when appropriate, develop and reflect on behaviour plans where appropriate and inform family Document Specific actions reflecting on Progressive Discipline and Bill 157, when appropriate.

Training Resources and Outreach Strategies for Members of the School Staff, Parents and Community

- Child and Youth Counsellor (CYC) - Nicole Sills
- Community Liaison Officer - Dawn Freeland
- BOOK's Initiative with Halton Police
- Reach Out Centre for Kids (ROCK)
- Halton District School Board website
- School Council sponsored evenings information sessions
- School and board-wide surveys

Bullying Prevention and Awareness Responsibilities for:

Staff: Staff establish an inclusive and safe/brave learning environment. Together, staff and students will establish classroom norms, following the HDSB Code of Conduct and Discriminatory and Harmful Language Protocol. Staff are visible throughout the school, including transition times, and during breaks. Develop a routine of reflecting on students' feelings of safety and belonging (Community Circles with CPS language)

Students:

Students will participate openly and honestly in the reporting of bullying and the Problem Solving reflections that might be involved including using the online reporting tool.
Participate in the classroom routine of reflecting on feelings of safety and belonging (Community Circles/classroom meeting with CPS language).

Families:

Families will be represented on the SSAT Committee and informed of the Actions and Interventions concerning safety and well being. Supporting the online reporting tool listed on our website. Families will familiarize themselves with the HDSB Code of Conduct and Discriminatory and Harmful Language Protocol. Families will continue to support the inclusive and safe/brave learning environments at Lakeshore through ongoing discussions with their child and school staff.

Monitoring and Review Process/Timelines

This plan has been shared with staff and parents via:

Staff Meeting
School Council Meeting
School Website

Resources/Reference: Safe and Accepting Schools Policy

HDSB Admin Procedure Bullying Prevention and Intervention
HDSB Admin Procedure Positive School Climate
TTFM Survey
Safe Schools Social Workers
Public Health Nurses