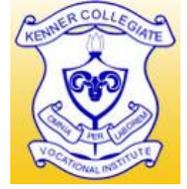




Kenner Collegiate Vocational Institute and Kenner Intermediate School Community, Culture and Caring School Bullying Prevention and Intervention Plan



At Kenner CVI and Intermediate 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)

Kenner CVI and Kenner Intermediate 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 – for specific circumstances related to breakdown of relationships, restoring harm that has been done between people and more informally, in classrooms as part of group discussions.
There is an opportunity for circles in the classroom, in staff meetings, and at School Council.
There is an opportunity for restorative practice through conferences with Mental Health Child and Youth Worker and within the implementation of the School Code of Conduct.

(A circle is a way of meeting with people and of having conversations in which the shape itself implies community, connection, inclusion, fairness, equality and wholeness. It draws on the Aboriginal tradition of the Talking Circle in a complex multi-cultural, contemporary society. Meeting in a circle ensures that everyone is respected, has a voice and is appropriately heard.)

2. Progressive Discipline checklist– list of practices used (see Appendix A-Bullying Definitions and Communication)

A graduated checklist of disciplinary measures that range from, but may not be limited to, individual discussions, detentions, case conferences, restorative practices, suspensions and expulsion:

- Investigate allegations and identify sources of bullying
- Check-in on a regular basis with students affected by bullying
- Communicate with parents/guardians re: conflict situations
- Offer counseling through school and/or other agencies (i.e.: Peterborough Youth Services, Kinark)
- Program Awareness (i.e.: Peterborough Youth Services, Kinark, Champions for Youth, YMCA, John Howard Society)
- Communicate with Police Liaison Officer
- Restorative Circle

- Discipline according to the Safe Schools Act and in alignment with the KPR Safe, Caring, Restorative Schools Policy and appropriate Administrative Regulations

3. Bullying Awareness Activities:

Day of Pink, Anti-Bullying Week, Random Acts of Kindness, Assemblies, Announcements, Various clubs and groups(i.e.: Impact, GSA, Students' Administrative Council, SWAT)

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

1. We are engaging our School Council by making them aware of programs and awareness activities in the school(s)
2. We use social media (i.e.: website, Twitter), newsletters to share related information and make links to helpful resources in order to support their children as they come available
3. We are engaging our School Council members as part of the School's Safe, Caring and Restorative Schools Committee. As such, the School Climate Surveys, the School Improvement Plan and other pertinent information is shared with School Council to raise awareness as well as gather insight and input
4. We are involved in a range of violence prevention strategies that may include providing education related to:

- a) Healthy lifestyles and relationships (i.e.: through Healthy, Active Living Curriculum, Daily Physical Activity (DPA))
- b) Student leadership
- c) Character Education – Empathy, Courage, Respect
- d) Citizenship development
- e) Conflict resolution
- f) Restorative practice
- g) Bullying prevention
- h) Peer mediation

5. Kenner Intermediate Orientation package (including school code of conduct) distributed to all students for sharing with families at beginning of each school year.

6. Grade 7 and 9 information assemblies for parents and students.

7. Kenner CVI Student and Parent Handbook and Code of Conduct shared with all students the beginning of the school year and posted on the school website.

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. A negative perception of Kenner CVI and Intermediate in the community
2. Students feeling safe in the washrooms and change rooms

Concerns raised regarding our physical environment are:

1. While the majority of students indicated they felt safe in the school, some suggested that some felt less comfortable in the change rooms, washrooms and hallways

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

- a) Safe Schools Incident Report Form (Bill 157) may be completed and submitted to Administration who will investigate and report back
- b) Verbal reports to administration about incidents for follow up
- c) Communication with parents/guardians about incidents
- d) Involvement of outside agencies (if necessary)
- e) Use of KPR “Report Bullying Link) reports investigated and followed up
- f) Based on a review our school climate survey results and other communications, we have been successful in the following areas:
Successful practices from our school include.....Restorative circles, threat assessments, creation and implementation of safety plans and positive behaviour plans, staff awareness, conferences, progressive discipline practices, creation and implementation of school code of conduct, linking students and families to supportive networks including counseling services and outside agencies

Barriers that may interfere most with creating sustainable change:

- a) Pervasive societal messages about the acceptability of violence
- b) Shortage of resources
- c) Limited professional development opportunities
- d) Administrative and staff turnover

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

- a) Fostering the school identity and reputation in the community (Negative perception of Kenner in the community)
- b) Students feeling safe in washrooms and change rooms (healthy relationships)

Strategies include:

- a) Promoting and involving members of the ‘Kenner Hall of Honour’
- b) Promoting and Engaging the Kenner Foundation
- c) Involving community and media when positive events are occurring at the school
- d) Continuing to promote school inclusion and a positive climate daily
- e) Continuing to connect students to the adults in the school who can support them
- f) Awareness and education programs as noted above
- g) Creation of a ‘Kenner Facilities’ Committee to develop a broad based action plan

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:

1. We will involve the School Council as active participants in the Safe, Caring and Restorative Schools Committee
2. We will share documents with School Council for input on an annual basis
3. We will post the School Code of Conduct and Student/Parent Handbook on the school School web-site
4. We will post a one page ‘highlight’ of School Code of Conduct rules and expectations in classrooms and common areas (i.e.: Library, Cafeteria, Halls)

5. We will continue to make regular announcements and provide information on a range of relevant topics using a variety of means (i.e.: announcements, newsletters, website)

To follow the Kenner CVI and Intermediate Code of Conduct, which can be found on the school website. To foster an inclusionary climate at all times, and to conduct ourselves as good citizens utilizing 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.

Other steps to prevent bullying, harassment and discrimination will include:

A. PROGRAMS TO PREVENT AND RESPOND TO BULLYING

1. 4th R – Relationships <http://youthrelationships.org/>
2. WITS (Walk away, Ignore, Talk it out, and Seek help) <http://www.witsprogram.ca/>
3. Publicizing KPR's Report Bullying web link through school newsletters and the school Website
4. The Bully Project (KPR equity and diversity contacts)
5. Anti-bullying awareness days
6. Amigos program
7. Model Me Kids (Social Skills)
8. Second Step Program (Social Skills, Empathy)
9. Girlspace Program
10. White Ribbon Program (Defining Masculinity)

B. PROGRAMS THAT BUILD POSITIVE RELATIONSHIPS

1. Restorative practice refresher
2. The Bully Project (KPR equity and diversity contacts)
3. Circles in the classroom
4. The restorative classroom, using restorative approaches to foster effective learning
5. School Council meetings
6. Amigos program

C. ACTIVITIES THAT PROMOTE A POSITIVE SCHOOL CLIMATE

1. Circles in the Classroom
2. Me2We
3. Random Acts of Kindness (RAOK)
4. Students' Administrative Council
5. School Council
6. Amigos
7. GSA
8. Ramnesty
9. Impact Group
10. Me2We
11. Random Acts of Kindness (RAOK)
12. Anti-Bullying Assemblies (i.e.: Ian Tyson, Ivan Coyote)
13. Spring Fling
14. Fall Frenzy
15. Winterfest
16. International Night of Dance and Music
17. All Things Art

D. AWARENESS RAISING STRATEGIES FOR STUDENTS

1. Safe Talk
2. Peer Relationship Groups
3. Participating in Bullying Awareness and Prevention Week in November, Pink Shirt Day in February and the Day of Pink in April
4. Amigos program
5. Guest Speakers and Assemblies (i.e.: Ian Tyson, Ivan Coyote)
6. Rachel's Challenge

E. RAISING AWARENESS AND ENGAGING PARENTS AND THE COMMUNITY

1. School Council is part of the Safe, Caring, and Restorative School committee
2. Invitations to parent and school community to KPRDSB Initiatives (e.g.: Mental Health Fair) and Kenner initiatives (e.g.: Jimmy G evening presentation, All Things Art)
3. Invitation to Grade 7, 9 and IB Parent Information Nights, Parent Evenings, Assemblies and other celebrations

F. CURRICULUM AND DAILY LEARNING

- a) Mental Health Awareness in Physical Education
- b) Various Social Skill and Peer Relationship Groups as noted above (i.e.: 4th R, Girlspace)
- c) Restorative Practices and Questions (The Restorative Classroom by Belinda Hopkins – teacher resource)

Building safe classroom communities using the 5 themes and 5 useful questions:

- i. Everyone has a unique and equally valued perspective.
 1. What's happened from your perspective?
 - ii. Thoughts influence emotions, emotions influence actions.
 2. What were you thinking at the time and what have you thought about since?
 - iii. Empathy and consideration.
 3. Who has been affected and how?
 - iv. Needs and unmet needs/
 4. What do you need so that things can be put right and everyone can move on?

- v. Collective responsibility for problem solving and decision making
- 5. How can you address these various needs together?

- d) Social Awareness (i.e.: Team Rock (Intermediate) stigma presentations)
- e) Classroom rules/expectations anchor chart posted in classrooms
- f) KCVI SAC/Intermediate SWAT (student council) initiatives and events to promote a positive and inclusionary school climate
- g) KCVI and Kenner Intermediate School Code of Conduct/Handbook Assemblies and highlights at the beginning of the school year and at other times of the school year

G. STAFF AND STUDENT ROLE MODELS

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

- 1. Staff Training
 - a) Mental Health Awareness
 - b) Mental Health First Aid
 - c) Suicide Assist
 - d) Equity and Diversity contacts on staff
 - e) Student at Risk Committee
 - g) GSA staff contacts
 - h) Staff Advisors to SAC and SWAT
 - i) Restorative Practice; Circles in Classrooms
 - j) Amigos contacts on staff
- 2. Student Training
 - a) Mentoring of students by SAC and SWAT leaders
 - b) Participating in KPR Student Leadership Group initiatives
 - c) Participation in Leadership training through OLC

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. Phone confidential voice mail of administration at Kenner CVI and Intermediate
 - h) use 'Teachable moments' and progressive discipline to address inappropriate behaviour
- 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 Behavior would 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;
- (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.

KAWARTHA PINE RIDGE
DISTRICT SCHOOL BOARD

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.

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.

KAWARTHA PINE RIDGE
DISTRICT SCHOOL BOARD

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

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DISTRICT SCHOOL BOARD