BULLYING PREVENTION AND INTERVENTION PLAN
Linklater Public School
2023-2024

UPPER CANADA DISTRICT SCHOOL BOARD

Our School Commitment

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. We are committed to teaching students and parents' appropriate strategies to use, to resolve difficulties, as they arise. (WITS…Walk Away, Ignore, Talk it out, Seek Help)

Policy Statement

Bullying 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. *Ministry of Education of Ontario, PPM 144*

Definition of Bullying

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;

For the purpose of the definition of "bullying" in subsection (1), behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying: Bullying includes bullying by electronic means (commonly known as cyber-bullying), including,
 (a) communicating material electronically, to one or more than one individual, or posting material on a website or through the use of an app, that may be hurtful or inappropriate and be accessed by one or more individuals;
 (b) impersonating another person as the author of content or messages posted on the internet or through social media; and
 (c) creating a web page or a blog in which the creator assumes the identity of another person.

PPM 144

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Linklater Public School
2023-2024

Our Safe and Accepting Schools Team	
Our Safe and Accepting Schools Team is responsible for a safe, inclusive, and accepting school climate.	
Teacher: Patricia McFarland **Support Staff:** Elaine Marsden **Student:** Ivy McCullough **Parent:** All Parent Council	**Principal:** Jennifer McMaster **Community Partner:** Landon Lackie-Ruwald (Gan Police)

What the Data Tells Us – School Climate Survey and Other Data
As part of the on-going monitoring and evaluation process, school boards conduct school climate surveys of students, staff and parents every two years. Our school data indicates the following:
From last year's survey of all our students from 1-6: 100% of our student body feels that they have good friends at school and everyone who took the survey had at least one adult in the building that they could go to for help if needed. One hundred percent of our students from Grades 2-6 knew and understood about our WITS anti-bullying program and generally felt comfortable using it. (Walk Away, Ignore, Talk it out, Seek Help). Fifty-eight percent of Grade 1 students knew or understood about our WITS anti-bullying program (Walk Away, Ignore, Talk it out, Seek Help).
Strengths: 100% of our student body feels that they have good friends at school 100% could identify an adult they could ask for help 100% of our students from Grades 2-6 knew and understood about our WITS anti-bullying program - 100% felt comfortable using it
Goals: We are focused on ensuring all students demonstrate effective social emotional skills and self-regulation techniques. Social emotional regulation is explored explicitly across all grades and we use a three-tiered strategy as student needs require.

BULLYING PREVENTION AND INTERVENTION PLAN
Linklater Public School
2023-2024

What We are Doing in our Classrooms and in our School – Bullying Awareness and Prevention Strategies
Our school is implementing the following strategies to support the well-being of the whole/child youth and positively impact students' readiness to learn. These strategies involve students, staff, parents, and community members as part of a whole school approach to promoting a positive school climate.

• Building social emotional skills • Explicit teaching of self-regulation strategies • WITS • Bullying Prevention and Intervention Week / Pink Shirt Day • Equity and inclusive education work • Linklater Manners Matter	• DARE (with the Gananoque Police) • Progressive Discipline: A Bias-free Approach • Student Support Partner • Zones of Regulation • Student highlights • Big Brothers Big Sisters "Safe Spaces" and "Go Squad" programs for Grades 3-6

What "Student Voice" is Doing in Our School – Bullying Awareness and Prevention Strategies
Engaging students to help shape the learning environment is an important component of a whole school approach to promoting a positive school climate. The following strategies are student-based initiations that are being implemented in our school.

• Alternative Recess Activities • Friday Bingos • Wordle challenges • Popcorn salespeople	• Safe Schools foci • Character Development Experiences • Student highlights for kindness/being considerate • Community visits (Carveth / Playhouse / Cenotaph / Food Bank

How We Report Bullying at Our School
Procedures are in place that allow students and parents to report bullying incidents as well as procedures that outline the requirements for staff to report bullying in accordance with legislation.

Student Reporting:	Staff Reporting:	Parent/Community Reporting:
• Reporting bullying to a trusted adult (e.g. teacher, administrator, support staff, coach, police liaison officer) • Observational data	• "The Education Act states that an employee of the board who becomes aware that a student at the school of the board may have engaged in a serious incident shall report the matter to the principal as soon as reasonably possible." (PPM 144)	• Reporting bullying to the classroom teacher and/or administration

BULLYING PREVENTION AND INTERVENTION PLAN
Linklater Public School
2023-2024

How We Respond to Bullying at Our School

Our school response to bullying includes a tiered approach that may involve the following immediate and long term actions:

- Ensure the safety of all involved
- Responding to any student behaviour that is likely to have a negative impact on the school climate
- Using "teachable moments" with Progressive Discipline
- Teaching character development through curriculum foci
- Conducting school-based investigations
- Contacting community partners, when necessary; contacting parents of the person(s) who has been harmed and the parents of the person(s) who has caused harm in accordance with legislation
- Considering mitigating and other factors
- Explicit teaching of social emotional skills and self-regulation strategies

How We Support and Follow-Up with Those Affected by Bullying at Our School

Support for the person(s) who has been harmed, the person(s) who has caused the harm and the person(s) who has witnessed harm may include:

- School level support such as connection to a caring adult (e.g., teacher, student support partner, support staff, Learning Resource Teacher)
- Appropriate co-curricular program (e.g. Zones, Friends with SSP support)
- Board-level support such as social workers or psychological services
- Identifying community support resources

Follow-up for the person(s) who has been harmed, the person(s) who has caused the harm and the person(s) who has witnessed harm will include:

- Individual monitoring plan based on individual needs (e.g., regular check-ins)

How We Are Building Capacity for Prevention and Intervention At Our School

Training opportunities include board level training, community led training, and school-based training.

Student:	Staff:	Parents:
- Community service presenters (Police i.e. DARE) - School-based presentations	- Culturally responsive pedagogy - Poverty-Strategies - Violent Threat Risk Assessment Protocol - Safe Schools Bullying Awareness	- Parent engagement through media venues - Parent Council - Paper Packages involvement with parents

BULLYING PREVENTION AND INTERVENTION PLAN
Linklater Public School
2023-2024

• Remembrance Day Ceremony, Spirit in-class celebrations/recognition • Student highlights	• Emotional Intelligence training • BMS training • Social emotional training	• Facebook "series" (internet safety, self-regulation, social-emotional skill building)

How We Are Communicating with Students, Staff and Parents

To support a whole school approach, the school will communicate with staff, students and parents. Communication methods include:

Student:	**Staff:**	**Parents:**
• Discussions and conversations • Announcements (recess Rules and Reminders posted in each class and every day on morning announcements) • Linklater Manners Matter Initiative • Classroom visits • School/Board websites • Class and School newsletters • Social media • Posters	• Discussions and conversations • Staff meetings • Professional development days • Emails • Weekly Calendar • Committees • Professional learning networks • School/board websites	• Discussions and conversations • School/Board websites • Parent engagement activities (virtual) • Social media "series" and messaging • Student Agenda (code of conduct) • Fair notice in newsletter • Classroom and School Newsletters • Committees

Monitoring Our Progress

As part of the continuous improvement model, the Bullying Prevention and Intervention Plan will be monitored regularly through:

- Safe and Accepting School Team meetings
- Staff meetings, committee meetings
- Linklater Public School Climate Surveys/Safe and Accepting Schools Team training