



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 using technology



Safe and Accepting School Team:

Name of team member	Position
Sara Woodley	Principal
Kevin Pankow	Teacher
Carrie Popplewell	Other member of staff
Melanie Doornekamp	Parent
Joey Mason (OPP)	Community member
Gr. 4-8	Students

Goal/Goals:

- 100% of students will report that school is safe and inclusive, and positively influences their mental health, wellness, and sense of belonging
- To help our students feel safer
- To help foster positive relationships with staff (caring adult)
- To ensure students are provided with a positive learning climate

From our school Wellness survey:

- 92% of students feel safe at school
- 96% of students feel they have a 'caring adult' at school
- 92% have never been cyberbullied
- Lower numbers (70s) when it comes to having never been physically, socially or verbally bullied at school
- 89% of students feel safe on the bus

Actions:

LPS has adopted the following initiatives:

- Focus on Social Emotional Learning – through ongoing connections embedded within the curriculum, staff work to implement resources like School Mental Health Ontario into the classroom to engage in building positive mental health strategies
- Working with regional staff – SSC, SELW – to begin Emotion Coaching with staff with plan to bring projects and initiatives into each of our grade 4-8 classrooms
- Focus of progressive discipline and restorative practices, including a chart that has been shared with students and the parent/guardian community outlining unexpected behaviours and potential consequences
- Adoption of very specific, clear, consistent language around expected and unexpected behaviours
- Outlining and sharing of bus expectations, as well as clear communication with families when there is an issue to support student safe behaviour on the bus



Bullying Awareness and Prevention Strategies:

- Review of progressive discipline and reporting procedures
- Conflict mediation and restorative practices
- Consistency and repetition of expected behaviours and strategies
- 5-point scale/behaviour mapping as needed
- Identifying strategies for appropriate response and advocacy for students
- Building staff champions within the school
- Connections with Open Doors and Big Brothers Big Sisters
- Ongoing use of mental health and wellness strategies (ie., SMHO)
- Supervision schedule throughout the unstructured times in the day (especially in traditionally difficult areas) – Recess, Indoor Lunch/Indoor Recess (12:00-12:40, 2:00-2:40)
- Promote and foster positive relationships between adults and students
- Contact with stakeholders – staff, students, parents/guardians, police – to coordinate presentations/connect as necessary
- Use of Special Services Counsellor and Social Emotional Learning Worker
- Suspension/expulsion if required

Reporting Bullying:

- Directly to an adult on the yard or your classroom teacher
- If ongoing, teacher will bring to principal
- Ongoing communication with parents/guardians
- Use of the online incident reporting form
- Open door policy

Intervention Strategies:

- Ongoing communication with staff, parent(s)/guardian(s) for victims and bullies
- Daily check-ins to ensure students are safe
- Use of restorative practices and conflict resolution strategies
- Student education and awareness – character development
- Use of progressive discipline with the focus on mitigating factors
- Interview stakeholders and document information for ongoing use
- Work with community partners

Capacity Building:

Staff	Students	Parents
<ul style="list-style-type: none"> • Staff meetings • Professional development • Character Always & School Code of 	<ul style="list-style-type: none"> • Reporting • School handbook • Integrate Character Always into daily activities 	<ul style="list-style-type: none"> • Ongoing staff interactions through phone calls and emails • School website and Facebook page



<p>Conduct through school handbook</p> <ul style="list-style-type: none"> • Modelling • Supporting effective classroom resources • BMS training • Collaborate with community members 	<ul style="list-style-type: none"> • Modelling and interactions with staff • Leadership opportunities • Community partners 	<ul style="list-style-type: none"> • Parent Council provide information and resources • Inclusion into the Safe and Accepting School Team
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Communication Strategies:

- Staff meetings
- Safe and Accepting Schools meetings
- Provide resources through email communication (staff) and MFR and FB (families)
- Parent Council – incorporate into regular agenda
- Incorporate into PD Days
- Welcoming school environment
- Progress reports/report cards – learning skills
- Bullying Awareness and Prevention week