

PETERBOROUGH ALTERNATIVE & CONTINUING EDUCATION - PACE
School Bullying Prevention and Intervention Plan 2023-2024

At the PACE 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)

PACE 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:

- Modeling and celebrating positive behaviour in and out of the classroom
- Supporting anti-bully awareness days and/or campaigns
- Providing opportunities for a fresh start
- Supporting informal restorative practices
- Communicating the KPR Report Bullying Web link on our school website
- Communicating with our community police officer
- Using "teachable moments" and progressive discipline to address inappropriate behaviour
- Posting our school code of conduct on our school website
- Facilitating referrals to KPR Board of Education and community supports and programs as appropriate
- Supporting student and staff in-services

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

- Supporting parent/ guardian involvement in student programming, conflict resolution and problem solving
- Maintaining open lines of communication for reporting of bullying behaviours
- Promoting healthy lifestyles and relationships

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:

Concerns raised regarding our physical environment are:

- Inappropriate use of computer/ electronics (e.g. email; text messaging, Facebook, Instagram, Snapchat)

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

- Direct reporting to a teacher or administrator
- Direct reporting to parent/guardian
- Safe Schools Incident Report form and interventions
- 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 individual timetabling, guidance meetings, Retention Counsellor / Student Success counseling or involvement.
 - Successful practices across KPR from last school year include: Staff professional development and training, Safe school committee, Reporting Bullying Online

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

- Communicating our policies and code of conduct to our students and school community
- Promoting a positive, caring and inclusive learning environment for all students which support positive interactions and relationships
- Staff professional learning regarding student wellness and achievement

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:

- Distributing and reviewing the PACE student handbook and expectations during registration meetings
- Reviewing policies and procedures during staff and School Planning meetings
- Monitor the school supervision schedule
- Communicating school policies and procedures through the school and board website and EDSBY

The roles and responsibilities of everyone in the school community - including students, staff, parents, and community members are as follows:

- Everyone in our school community is responsible for promoting a safe, caring, positive, inclusive learning environment.
- Please refer to “PACE Code of Conduct” and Appendix B

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 may include a student, parent, teacher, non-teaching staff member, community partner and the principal.

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

- **PROGRAMS TO PREVENT AND RESPOND TO BULLYING**
 - Anti-Bullying Awareness Days and activities
 - Food (Breakfast/Lunch/Snacks) promote community
 - Literacy Circles in English
 - Restorative Practices
 - Mindfulness
 - Groups

- **PROGRAMS THAT BUILD POSITIVE RELATIONSHIPS**
 - Literacy Circles in English
 - Hot Lunch & Breakfast Program
 - Dual credit programs and SSFC for Success program
 - Restorative Practices
 - Mindfulness
 - Groups
 - Lunch And Learn
 - School Excursions
 - Little Library
 - Special Ministry Projects

- **ACTIVITIES THAT PROMOTE A POSITIVE SCHOOL CLIMATE**
 - Friday Hot Lunch/ Breakfast Cart
 - Holiday Lunch (Pot Luck)
 - Literacy Circles in English
 - Anti-bullying Awareness
 - Pink Shirt Days
 - De-escalation strategies in the classroom
 - Class team building activities
 - Random Act of Kindness activities
 - School Excursions
 - Little Library
 - Special Ministry Projects

- **AWARENESS RAISING STRATEGIES FOR STUDENTS**
 - Anti-bullying Awareness
 - Teachable moments in and out of the classroom
 - Acknowledge appropriate behaviour and celebrate it
 - Modelling positive behaviour
 - Anti-bullying activities (ie. wear pink day)
 - Focus on individual pathways
 - Character trait bulletin boards
 - Positive quotes posted in school environment
 - Mission statement placards
 - Special Ministry Projects

- **RAISING AWARENESS AND ENGAGING PARENTS AND THE COMMUNITY**
 - Digital awareness bulletins in lobby
 - PACE School Website with links to KPR initiatives
 - Connections with community agencies (Peterborough Youth Services, Ontario Works, Boys and Girls Club, John Howard Society, Local Food Banks)
 - Community cooperative education placements
 - Use of School Sign
 - Little Library
 - Special Ministry Projects

- **CURRICULUM AND DAILY LEARNING**
 - Use of “teachable moments”
 - Classroom instruction on positive relationship skills, conflict management and team building
 - Modeling positive, respectful behaviour by school community members
 - Use of Student Success, Guidance, school counselors to support positive decision making, relationship building and restorative practice skills

- **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.

 - Provide Safe Methods for Students to Report Bullying
 - Speak to a teacher, other staff member, Principal or Vice Principal
 - KPRDSB Report Bullying Web link – available on all school websites
 - Via parent/guardian conversation with school staff
 - Texting or emailing a school staff member
 - Kids Help Phone Line – available on all school websites
 - Informal and formal restorative practices
 - Progressive discipline
 - Reintegration of students from suspensions or expulsions
 - Ongoing professional learning for staff

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,

- 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,
 - 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
 - creating a negative environment at a school for another individual, and
- 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,
- creating a web page or a blog in which the creator assumes the identity of another person;
- 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 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 wellbeing
- 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.

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 sharing 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.

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