St. Timothy School Bullying Prevention Plan & Safe, Equitable and Inclusive School Strategy

The St. Timothy School Community is committed to providing a caring, secure, faith-centered learning environment where all individuals are mutually respected and prepared for the future.

Definition of Bullying

"Bullying" means aggressive and typically repeated behavior by a student where,

1. The behavior is intended by the student to have the effect of, or the student ought to know that the behavior 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

2. The behavior occurs in a context where there is a real or perceived power imbalance between the student 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 special education needs, ("intimidation")

Bullying takes different forms in different contexts and at different ages. It can be physical, verbal, social/emotional or digital (cyber-bullying). Bystanders contribute to bullying when they do nothing to stop it or when they too become involved in it.

"Cyberbullying" includes electronic communication that:

➢ Is used to upset, threaten or embarrass another person.

➢ Uses email, cell phones, text messages and social media sites to threaten, harass, embarrass, socially exclude or damage reputations and friendships.

➢ includes put downs, insults and can also involve spreading rumours, sharing private information, photos or videos or threatening to harm someone.

Examples of Bullying

➢ PHYSICAL AGGRESSION: e.g., hitting, pushing, stealing, damaging property

➢ VERBAL AGGRESSION: e.g., insults, threats, taunting someone in a hurtful way, name calling, making sexist, racist or homophobic comments

➢ SOCIAL OR RELATIONAL AGGRESSION: e.g., spreading rumors about someone, excluding someone, gossiping

➢ ELECTRONIC (Cyberbullying): e.g., spreading rumors and/or hurtful comments through the use of email, cell phones (texts) and on social media.

Faith in Action Team

At St. Timothy Catholic Elementary School, we have instituted a FIAT team whose mandate is to bring to life our Board Theological Theme "Do You Love Me?" Our FIAT team will focus on school-wide initiatives that are a call to action for staff and students to be Disciples of Christ empowered by empathy to bring peace and social justice to our school, local and global communities. This team includes: the school leadership team, teachers, students and our community stakeholders.

The role of this team will include but is not be limited to the following:
- ➤ Develop and annually review the School Bullying Prevention Plan
- ➤ Implement and analyze data from the School Climate Survey (every two years)
- ➤ Identify and implement bullying prevention and intervention programs that address the needs of the school
- ➤ Identify relationship building and community building programs relevant to the needs of the school
- ➤ Assist with training and awareness raising strategies for staff, students and parents/ guardians
- ➤ Communicate bullying prevention and intervention strategies and reporting procedures to the school community

School Monitoring and Review Process

This Bullying Prevention and Inclusive School Plan was developed in the Fall of the current school year and will be reviewed annually. This data supports our team to make evidence based decisions for our school community.

Data from our most recent climate survey see here

Developing Staff, Student and Community Awareness of Inclusive Practices and Bullying Prevention

Members of our school community will receive Bullying Prevention and Equity & Inclusive awareness training through:

- ➢ Staff meetings
- ➢ Item analysis of School Climate Survey by SIPSA team and review of School Improvement Plan
- ➢ Focus on Board Theological Theme: "Do You Love Me?"
- ➢ School-wide focus on OCGE's and monthly assemblies
- ➢ Bullying Prevention Week & Activities
- ➢ Roots of Empathy Program
- ➢ Provision of professional development materials and resources
- ➢ Community Engagement Events
- ➢ Information shared via School website
- ➢ Front matter of School Agenda which includes Code of Conduct
- ➢ Code of Conduct Assemblies
- ➢ Liturgies
- ➢ Integration equity and inclusion/social justice instruction into classroom lessons
- ➢ Ensure all stakeholders (volunteers, support staff, students) know procedures for reporting incidents of bullying, inequity, exclusion
- ➢ Use of Restorative Justice Practices for both victims and perpetrators
- ➢ Focus on Reconciliation
- ➢ Partnership with St. Paul the Apostle Parish
- ➢ School-wide focus on Zones of Regulation & Mind Up Curriculum
- ➢ Creation of FIAT team to provide leadership opportunities to our students and provide increased opportunities for student voice and empowerment
- ➢ Posting our Bullying Prevention Plan and Safe, Equitable and Inclusive Schools strategy on our school website

Bullying Prevention and Equity & Inclusive Responsibilities
Staff:

- ➢ Organized supervision of students within the school building and on the school grounds at all times
- ➢ Watch for signs of bullying and step in to address it immediately, reporting to administration when concerns are repeated or ongoing
- ➢ Respond quickly and sensitively to bullying reports (Affirm, Ask, Assess, Act)
- ➢ Take seriously parents' concerns about bullying incidents
- ➢ Provide specific supports for any student who has been the victim of bullying, intervention for the student who has bullied, and strategies for responding to students who were directly observing the bullying incident
- ➢ Ensure students know procedures for reporting incidents of bullying
- ➢ Provide a safe environment for students who report bullying (protection from retaliation)

- ➢ Treat others with respect, dignity and kindness at all times
- ➢ Ensure that all staff (including support staff) know they have a duty to report any incidents of exclusion, inequity, or bullying
- ➢ Model positive ways of getting along with others
- ➢ Exhibit compassion and empathy, and teach students about compassion and empathy

Students:
- ➢ Treat one another with dignity, kindness and respect at all times
- ➢ Refuse to participate in behaviour that could be construed as hurtful to others including but not limited to bullying
- ➢ If they witness a bullying incident, speak up if they can, if not, report it to an adult immediately or as soon as possible
- ➢ Refuse to watch, laugh or join in when someone is being bullied
- ➢ Always remember the Golden Rule and treat others the way you want to be treated

Parents and Guardians:
- ➢ Model positive ways of getting along with others
- ➢ Do not make excuses for behaviour that is unkind or hurtful to others – it is NEVER okay!
- ➢ Help their son/daughter find ways to express anger that do not involve hurting others physically or emotionally
- ➢ Teach problem solving skills
- ➢ Inform school staff if their child tells them about a bullying incident
- ➢ Help their son/daughter understand the value of accepting and celebrating individual differences and model this behaviour at home
- ➢ Be alert to signs their child is being bullied or may be bullying others

Intervention Strategies

Our staff will use the following process when bullying is reported:

1. Acknowledge the Incident / Affirm
   "You were right to report/get help from an adult."
   "I'm glad you asked for help with this."

2. Gather Information / Ask Questions
   "Tell me more about what happened."
   "Has this happened before?"
   "Did anyone try to help you?"
   "Are you telling me this is to get someone in trouble or to keep someone safe?"

3. Assess Safety / Make a Plan
   - Determine what the student needs to feel safe now?
   - What can the student do if the bullying continues?
   - What steps need to be taken to limit the possibility of retaliation for the person reporting the bullying?

- Who will the student tell if there is another incident?
- Alert parents to the situation and share your plan

4. Act / Follow-up
- Determine "next step" or refer the student to an administrator
- Tell the student what will happen next
- Check with the student to determine the success of the intervention

Reporting Incidents of Bullying
Students, parents, school staff and volunteers may use the following methods to report incidents of bullying as appropriate:
- Tell an adult in the building (phone, in person, email etc.)
- Parent / Teacher interviews
- Make an appointment to meet with appropriate school staff
- Students who do not feel safe to report incidents of bullying during the school day are encouraged to tell their parents/guardians who can act as their advocates by contacting the classroom teacher or school administrator

When responding to a bullying incident, our school staff uses a progressive discipline approach. Use of Progressive Discipline supports a safe, inclusive and equitable learning and teaching environment in which every student can reach his or her full potential. It is a non-punitive, whole-school approach that uses a continuum of corrective and supportive interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote positive behaviours. Strategies may range from early intervention to more intensive intervention in cases of persistent bullying, with possible referral to board support personnel, community or social service agencies.
These may include but are not limited to:
- Peer mentoring programs
- Well-being strategies and programs;
- providing students with the opportunity to learn life skills such as conflict resolution, anger management and communication skills;
- collaborative problem solving;
- conflict mediation and resolution
- documenting incidents requiring disciplinary measures;
- consideration of mitigating factors;
- withdrawal of privileges
- restitution for damages
- restorative practices (verbal or written apologies, community service, etc.)
- suspension
- ensuring that contact is made with the parent(s)/guardian(s) of students, under the age of 18, early in the disciplinary process and involving them in a plan to improve the behavior;
- CYC support
- referral to outside agencies

Consequences are at the discretion of the Principal or Vice-Principal. In the case of severe misbehavior, our format of progressive discipline consequences may be superseded. As incidents arise, it is recognized that each situation is unique. Mitigating circumstances will be considered for student age, frequency of incidents, nature and severity of incidents, student exceptionalities, extenuating circumstances, and the impact on the school climate.

Faith **I**n **A**ction- Building our Catholic School Community
2019-2020

ECO Schools	Healthy Schools	School Spirit/Social Justice	Bullying Prevention/ Wellness
Teacher Lead – Sherry Dunning • Tupperware Tuesday • Waste less Lunch Days • Class Eco reps • National Sweater Day	Catholic School Council & Parent Volunteers, Teacher Representatives • HFFT Snack Bin Program • Great Big Crunch • Walk to School initiatives • Intramurals with Notre Dame students	Teacher Lead – Susanne Scozzaro • Me to We • Spirit Week (February) • Project Love Toiletry Drive • Project Love – Food 4 Kids cookie sales • HCCEF Charity Support • St. Vincent de Paul Christmas Families • Good Shepherd/Burlington Food Bank Food Drives	CYC Lead & SIPSA Team • Mind Up – school wide • Daily message of treating others with dignity, kindness and respect • Inspirational quotes in student washrooms • See the Problem, Be the Solution Student work projects • Bullying Awareness Week activities & Announcements • ESLO(Police Partnership) visits • Roots of Empathy • Friends for Life • Kelso's Choice • PALS • Games Club • Primary Yoga Club • Bell Let's Talk activities • Zones of Regulation – school wide