

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 through the use of technology

Safe and Accepting School Team

Name of Team Member	Position
Jacqueline Gagnon	Principal
Tabitha Valliant	Vice-Principal
Jen Strickland, Danny Caplan, Brett Somers, Caitlyn Rivoire, Antje Wilkinson	Teacher
Angela Abbass	Non-Teaching Staff
Jodi Storie, Shanna Salama	Parent
Constable Aaron Tompkins	Community Member
Samantha O'Reilly (Gr. 8: Student Council Representative)	Student

Goals:

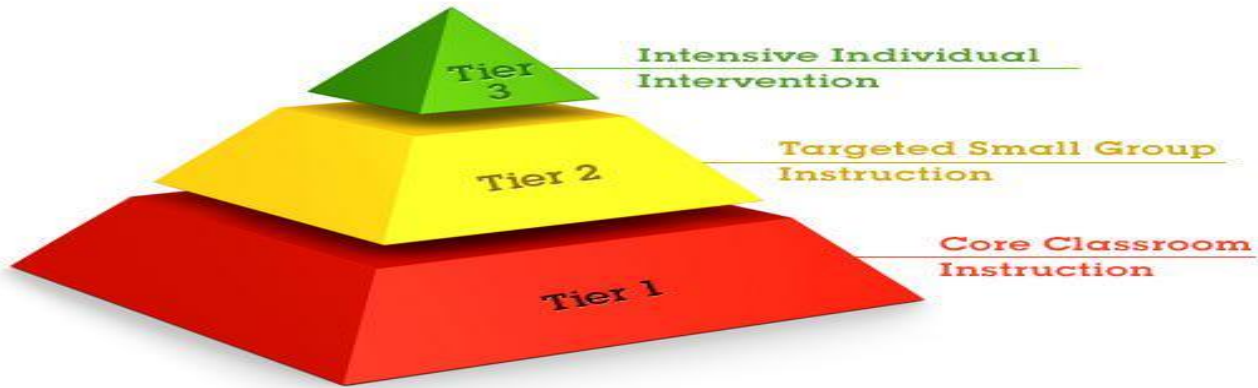
The overarching Goal of the Safe and Accepting School Team is to provide all students at Chimo with the tools and resources that they need to feel safe and accepted while at school.

Sub Goals:

1. Increase the capacity of our students to handle challenging situations.
2. Decrease the incidence of aggression that occur at school.

Actions:

To achieve this goal, the staff at Chimo will implement the Zones of Regulation Program, as a school wide intervention program, at all three tiers.



3 Tiers of Support

Bullying Awareness, Prevention & Intervention Strategies:

Tier One: Core Classroom Instruction

All Staff will implement the **Zones of Regulation Program's** core concepts and will use and model the Zones Strategies / Tools for all students, K-gr 8.

- Use of Zones Terminology in all areas of the school
 - Zones Emotional Language (Red, Yellow, Green & Blue Zones)
 - Every Zone is ok.
 - Size of the Problem
 - Expected vs Unexpected Behaviour
 - Zones Check in Routines
 - Five Point Scale (Size of the Problem)
 - Bullying to be specifically identified and explained through this tool
- Students will create a "Toolbox" to support them to move between Zones / self regulation
- Full class tools will be put in place
 - Full class body breaks
 - Full class mindful minutes

The language of Zones will be spoken in every area of the school, by all staff, to support students to understand and communicate what is expected in each setting. Ex. Office, Washroom, Yard etc.

In School Safe and Accepting School Team (Recess subcommittee): This team is a group of staff members, who meet regularly to address challenges that students are facing on the yard. They collaborate to create tools for all staff to use to ensure that there is alignment and cohesion in the messaging and interventions that staff are using to support students during recess.

The Team has worked to create / are creating communication tools for:

- What is expected / unexpected by division on the yard.
- Common communications / responses for the size of problems on the yard.
- Communication tools for teachers to easily track and monitor student behaviour on the yard. i.e. track to ensure that patterns of behaviour are noticed and documented to support interventions should any incidence of Bullying occur.
- Common / agreed upon responses to student issues on the yard.

This Team is an excellent example of a full school approach to a common concern.

School Wide Positive Behavior Support Program: At Chimo, our Positive Behaviour Support Program is implemented full school.

- Every three weeks, two target behaviors are chosen based on issues and concerns among the staff and students.
- The target behaviours are shared with the school and each class works with their teacher to set success criteria for their class regarding meeting expectations for the target behaviour. Note: Modifications to goals are permitted to support students who have special needs to be included in the program. (As determined by the teacher.)
- Teachers reward students who meet the criteria for expected behaviour with tickets. (Max two tickets a day. One in the morning and one in the afternoon.)
- The special education teacher and the administration team also have tickets which they can give out in their travels when they see students meeting expected behaviour targets.
- Weekly rewards: On Fridays, the classroom teacher will give a Chimo Charger ticket to any student in their class who was able to reach a goal # of tickets. For example: Grade 8 students may be expected to get 10 tickets to get a sticker while students in grade 5 may need only to get 8 tickets. (The goal is determined by the teacher.) Teachers will do a draw in their class from the names of students who have met the sticker level. Five students a week will get an additional small treat. i.e. Lollipop
- Prize Draw: Staff who participate in Dress Down Fridays, give a donation to the PBS Plan for the privilege of wearing casual clothing on a Friday. (Suggested donation is \$2.00 / Friday) This money is used to support the purchase of high interest prizes. Ex. Scooter, Soccer Ball, Lego, Book bags with school supplies, Movie Tickets and the ever-popular Squishmallow.
- Ten prizes of high value will be on display for students to work towards. Each ticket they earn can be placed in the container for the

	prize they wish to win. A draw will occur on the last day of the three-week cycle. (Very exciting day for all.)
<u>Tier Two:</u> Targeted Small Group Instruction	<p>After the staff in the classroom have implemented a Zone's strategy or concept, if a student is struggling to understand, they may be supported in a small group for targeted, enhanced Zones instruction. The purpose of the small group work will be to specifically target any lagging skills that are presenting as a barrier to the student accessing the regular classroom Zones Program.</p> <p>Small group interventions will be:</p> <ol style="list-style-type: none"> 1) Goal focused 2) Data driven 3) Research based 4) Time limited <p>Examples of Small Group Instruction: (not limited to)</p> <ol style="list-style-type: none"> a) Superflex Program: Designed to support students with inflexible thinking) b) Yellow Zones Group: Designed to target students with higher than average levels of anxiety, who may need additional tools to support them to regulate this need. c) Red Zones Group: Designed to support students who have higher than average levels of anger, who may need additional tools to support them to regulate this need. d) Social Thinking / Detective Group: Designed to support students to learn how to think about other people thinking. e) Group Body Breaks <p>The Groups at Tier Two:</p> <ul style="list-style-type: none"> • Accessed via referral from teachers to a Student Support Team meeting. • Coordinated and run by the Special Education Team • Parents will be involved in the referral process and will need to consent to their child's involvement. • An IEP will be developed to communicate and track the goals for the student and their progress during their time working with the group.
<u>Tier Three:</u> Intensive Individual Intervention	<p>It is understood that there will be a small group of students who, for a variety of reasons, will need individual and intensive support to be able to access the Zones program within their classroom and the school. These students will be provided with individual interventions to support their needs and referrals to community / board level supports to assist the school team to better understand and meet their needs.</p>

Supports may come from: (not limited to)

- 1) Chimo Special Education Team
 - a. Special Education Teacher
 - b. Educational Assistant
 - c. School Administration Team
- 2) Regional Special Education Team Members:
 - a. Itinerant Student Support Worker
 - b. Intensive Needs Teacher
 - c. Autism Intervention Specialist
 - d. Speech Language Pathologist
 - e. Student Success Partner
 - f. Psychological Services Team
 - g. Building Bridges Program (Kindergarten to Junior Students)
 - h. ABLE Program (Intermediate Students)
- 3) Community Partner Supports:
 - a. Open Doors / Children's Mental Health
 - b. Kids Inclusive
 - c. Smiths Falls Police Department
 - d. Family and Children's Services
 - e. Developmental Services
 - f. Language Express Program
 - g. Mental Health Nurse
 - h. Family Doctor / Specialist
 - i. Telepsychiatry referral
 - j. RNJ Youth Services:
 - i. Intersection Program
 - ii. Connections Program

Individual Interventions at the school level may include: (not limited to)

- Student Success Team Meeting
- Academic / Special Education Testing
- Functional Behavioural Assessment
- Behaviour Plan
- Safety Plan
- Worrisome Case Conference
- Violent Threat Assessment

Behaviour Plans: A behaviour plan is a proactive plan that is designed by the full school team. It is created to support a student who is having a difficult time, for whatever the reason, meeting the classroom expectations for behavioral, social or emotional regulation. Each plan will be anchored in the Zones of Regulation Program, to support the student to learn how to use their individual tools, in any setting within the school. Any student who requires a safety plan, will have a behaviour plan.

Behavior plans will incorporate individual instruction / tools: Not Limited to

- Individual Behaviour Map to support understanding in different contexts. What is expected / unexpected:
 - When I am in a Yellow Zone
 - When there is an occasional teacher
 - When we have indoor recess
- Consequence Maps
- Five Point Scale for Social Challenges / Bullying Issues
- SOCCSS Strategy: Situation, Option, Consequences, Choices, Strategies, Simulation
- A Five is Against the Law Program
- Break Card Strategy with access to Zones / Sensory Room
- Behaviour Contracts (Intermediate students only)

Progressive Discipline is applied as appropriate based on the incident, the age of the student and other mitigating factors. As per the UCDSB Progressive Student Discipline Policy & Procedure 126.

Reporting Bullying: It is understood that bullying can be both a large clearly defined incident and / or can come through the accumulation of several seemingly smaller incidents that put together define the act of bullying. As such, there is a need for staff to be able to communicate beyond their classroom regarding incidents so that the big picture can be assembled. To address this need, Chimo has several communication tools.

Tier One & Two: Classroom / Group Level

Student Success Team Meetings:

- Teachers are encouraged to call a Student Success Team Meeting when they are concerned about a student who is struggling with peers in the classroom. The Student Success Team will then meet, discuss the concerns and work out a plan to address the concern at each level that is appropriate given the situation / concern. Bullying situations that come through SST, are supported via discussion on how to support all involved, i.e. the student who is the target, the bully and the bystanders.

Safe and Accepting School Team (Recess subgroup)

- Two electronic surveys (reporting tools) have been created for staff to report incidents on the yard and around the school where a student's behaviour does not meet the expectations of the school.
- As staff rotate on the yard, there is a need capture the full picture of what is occurring with any one cohort on the yard. The surveys identify both the offender and the target of any incidents on the yard and can be easily communicated to the administration team for follow up as required.

- Recognizing that student voice is needed in our reporting process, the team is working with the grade 7/8 students to create some tools that the student body can use to report incidents of bullying. Ex. Student electronic survey or a reporting box.

Tier Three: Individual Level (Bully and Target)

Five Point Daily Check In's:

- Students who are identifying as being bullied (or as being a bully) will work with a member of the Administration or Special Education Team to create a Five Point Scale related to the issues that they have been dealing with at school and in the community (including Cyber community). Students will be supported to:
 - Identify the problems they are dealing with
 - Classify the problem by size (note: repeated small problems become medium sized problems)
 - Identify strategies / tools they can use to handle the problem at each size level
- The plan is then shared with all staff who work with the student and they are encouraged to support the student to use their tools when dealing with a challenge.
- Students will be checked in with daily at first, then every other day, weekly to touch base about their day and any issues they had to deal with.
- Staff will work to reinforce good choices for the student in both their emotional regulation and help them plan if new issues arise during the school day.
- The check in's have a survey attached to them and staff are encouraged to complete the survey after every check in. This documentation helps to see if interventions are having an impact and changing behaviour. In addition, if a major issue or pattern of bullying behavior arises from the data tracking, the situation will be referred to administration for follow up.
- The goal is to support:
 - The student who is a target to learn how to self advocate when faced with an individual who is not respecting their boundaries. Defend their right to come to school without being harassed / bullied by others.
 - The student who is bullying, to learn how to self regulate / understand how to handle their frustrations in a manner that does not impinge on the rights of others.
- Parents of student's who have a daily check in, will be communicated with regularly to follow up on any incidents as they arise.

Parents are always encouraged to call the administration team when ever there is a concern that their child is being bullied. They know their child best and are often the ones who have the clearest view of what is happening with their child.

Capacity Building & Communication:

Staff	Students	Parents
Tier One: • Many staff have a solid	Extensive plans are in place to build student	Tier One:

<p>understanding about The Zones of Regulation Program.</p> <ul style="list-style-type: none"> • The school has purchased several books on the Zones Program for staff to access. • Principal regularly sends out professional readings on Zones Strategies and language to all staff. • Special Education Team are available to support teachers to implement Zones in their Classroom at the Tier one level. <p>Tier Two & Tier Tree:</p> <ul style="list-style-type: none"> • If a student is enrolled in a Zones Tier Two intervention group, or has an individual plan, the strategies that are being worked on will be taught to the classroom teacher by the spec ed team so that they can support in the classroom. <p>Tier Three: As above</p>	<p>understanding at all three tiers.</p> <p>See Awareness, Prevention, Intervention Strategies section above</p> <p>Students are involved in the development of any plans at each level. Their voice is an important part of the process.</p>	<p>Parents will be informed about The Zones of Regulation Program via:</p> <ul style="list-style-type: none"> • Emails through My Family Room • Facebook posts • Parent Council Meetings <p>Tier Two & Three:</p> <ul style="list-style-type: none"> • If a child is enrolled in a tier two intervention, parents will be taught the strategies that the student is using so that they can use the same language / strategy at home. • Progress will be tracked on the student's IEP. • Parents will be sent visuals / strategies to be used at home if they choose. <p>Tier Three:</p> <ul style="list-style-type: none"> • Parents will be consulted with in the creation of a behaviour plan and consulted with and informed of any safety plans that are created for their child. • If a community support agency is involved, it will be with parent consent. • Parents will be informed and requested to participate in any Worrisome Case
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Bullying Prevention and Intervention Plan Chimo Elementary School



		Conferences / VTRA called to support their child.
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