

BULLYING PREVENTION AND INTERVENTION PLAN

2023 | 2024



RAINY RIVER
HIGH SCHOOL



MCCROSSON
TOVELL SCHOOL



RIVERVIEW
SCHOOL

Table Of Contents

School Commitment	01
Roles and Responsibilities	02
Definitions of Bullying	03
Positive School Climate	04
Training Resources	10
Prevention Strategies	11
Intervention Strategies	12
Communication and Outreach	15
Appendix	16



No matter how you feel, get up, dress up, show up, and never give up.

School Commitment

A school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted.

All students, parents, teachers, and staff members have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate.

Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others. The promotion of strategies and initiatives such as Student Success and Character Development, along with the employment of prevention and intervention strategies to address inappropriate behaviour, fosters a positive school climate that supports academic achievement for all students.



No act of kindness, no matter how small is ever wasted.

Roles and Responsibilities

All members involved in the school system— students, parents or guardians, volunteers, Early Childhood Educators, teachers and other staff members, school bus drivers, community partners—are included in this Bullying Prevention and Intervention Plan whether they are on school property, on school buses or at school authorized events or activities, in before-and-after school programs or in other circumstances that could have an impact on the school climate.

It is our belief that all members work together in a Whole School Approach to prevent bullying in schools.

A Whole School Approach that involves all members of the school community, is important in supporting efforts to ensure that schools are safe, inclusive, respectful, and accepting. Programs and activities that focus on the building of healthy relationships, a safe, inclusive, respectful, and accepting learning environment, character development, and positive peer relations provide the foundation for an effective continuum of strategies within a school and school-related activities. These supportive strategies and programs are the basis for creating a positive school climate.

All members of the school community **must not** bully.



Definitions of Bullying

Bullying or cyberbullying means aggressive and typically repeated behavior including the use of any physical, verbal, electronic, written or other means, by a member, where:

- the behavior is intended by the person to have the effect of, or the member 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
- If the behavior occurs in a context where there is a real or perceived power imbalance between the member 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.

All members of the school community must not bully by electronic means 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; and communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.



Be kind, show respect. Keep an open mind.

Positive School Climate

The Safe Schools Committee (School Council) has reviewed the 2023 – 2024 RRDSB School Climate Survey data from Riverview Grades 4-6 (36 students), Grades 7-8 (20 students) and McCrosson Tovell Schools (6 students) and the Rainy River High School COMPASS Survey Gr 9-12 (70% of students participated). The staff together with the School Council members recommends implementing the following goals to prevent bullying our schools for the 2023-2024 school year.

Goals

1. Promote active supervision (Set Up the Environment, Position Staff, Scan and Count, Listen, Anticipate Students' Behaviour and Engage and Redirect) to ensure students participate in safe play during nutrition and recess breaks
2. Encourage development of leadership skills by having older students lead structured games during nutrition breaks; encourage creative and inclusive play by providing equipment for students to use on the playground (e.g., sleds, shovels, pails, crates, hoola hoops, balls, games, etc.)
3. Provide educational opportunities for students and parents to learn more about and become more aware of bullying prevention by promoting school activities and presentations focused on informational topics (e.g., online safety, bullying, racism, sexual orientation and gender identity, etc.) and by promoting proactive assemblies, celebrating and recognizing inclusive activities (e.g., pink shirt, antibullying, mental health awareness month, etc.), and inviting guest speakers into the school, etc

SAFE SCHOOL COMMITTEE (School Council)

Principal: Kari-Lynn Beckett, (RIV/MCT), Kelly Agar (RHS)

Vice Principal: Donna Osadchuk

School Council Members: Amy Ruff, Kari Larson

School Council Chair: Krista Brusven

Parent/Caregiver:

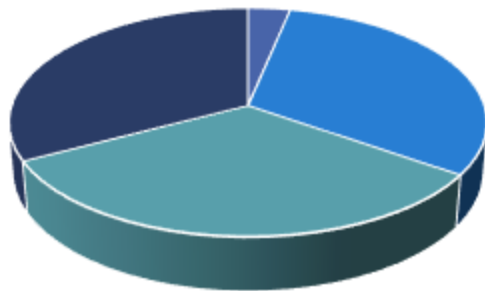
Monitoring and Review Process

Monitoring, reviewing, and evaluating the effectiveness of anti-bullying and awareness programming with school council at school council meetings and with staff at staff meetings by monitoring, reviewing and evaluating our school climate and COMPASS Surveys as well as our Bullying Prevention and Intervention Plan.

Positive School Climate

Evaluation of Evidence / Data

Strengths



- 5% of Rainy River High School students have been physically attacked, victims of sexual harassment or victims of cyber attack
- 48% of Riverview Elementary Grades 4-6 students strongly agree that adults in their school are working hard to stop bullying
- 50% of Riverview Elementary Grades 7-8 have stood up for a person who was being bullied
- 40% of McCrosson Tovell students know how to report bullying at their school

STRENGTHS

Challenges

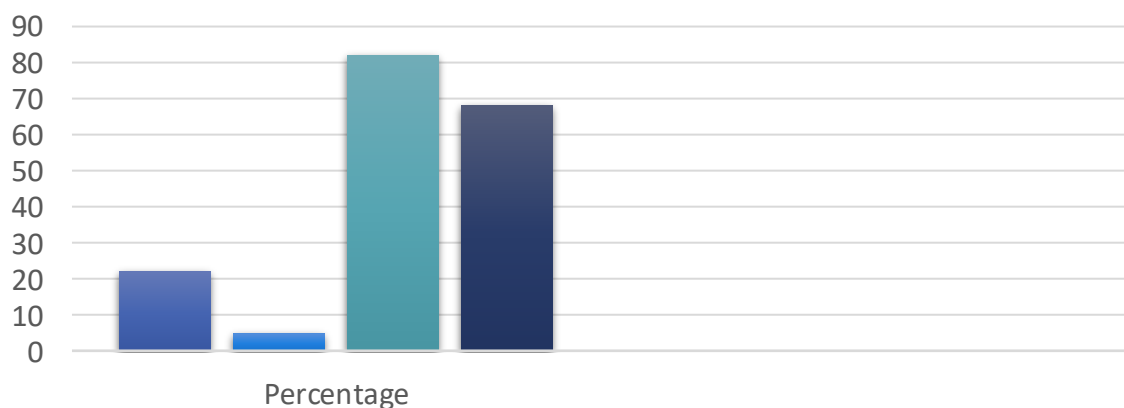
- 22% of Rainy River High School students have been bullied. (The Ontario average is 19%)
- 40% of Riverview Elementary Grades 4-6 students strongly agree that bullying is a problem at their school
- 50% of Riverview Elementary Grades 7-8 have been verbally bullied in the past four weeks and believe bullying is a problem at their school.
- 40% of McCrosson Tovell students believe bullying is a problem at their school



Positive School Climate

Evaluation of Evidence / Data

Rainy River High School Within the past month



■ have been bullied or verbally attacked (19% Ontario average)

■ have been physically attacked, or victims of social bullying, cyber-attacks or sexually harrassed.

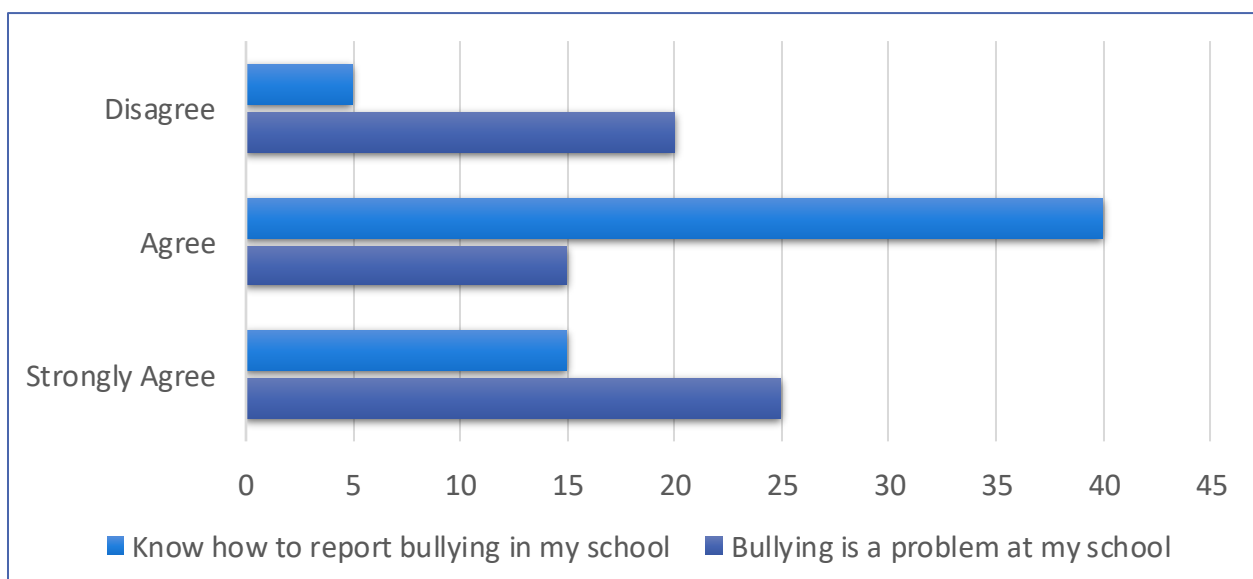
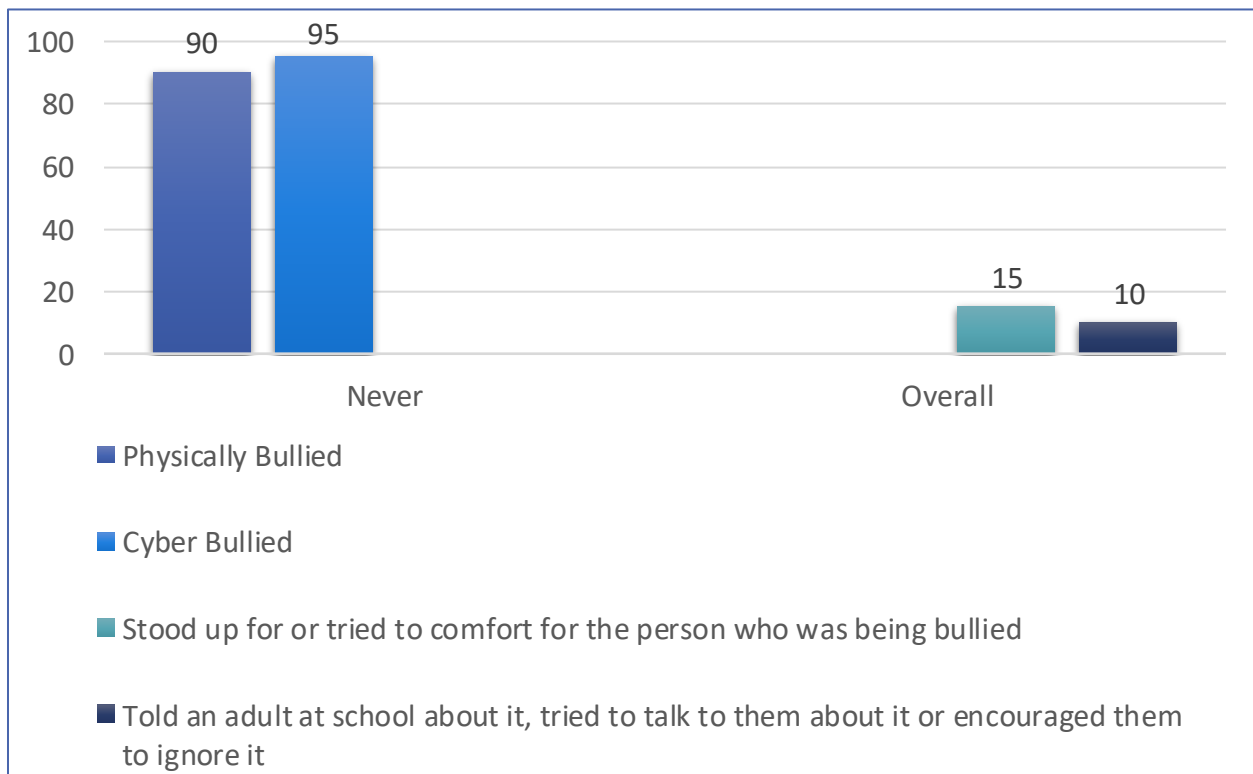
■ feel safe at school

■ feel happy to be at their school

Positive School Climate

Evaluation of Evidence / Data

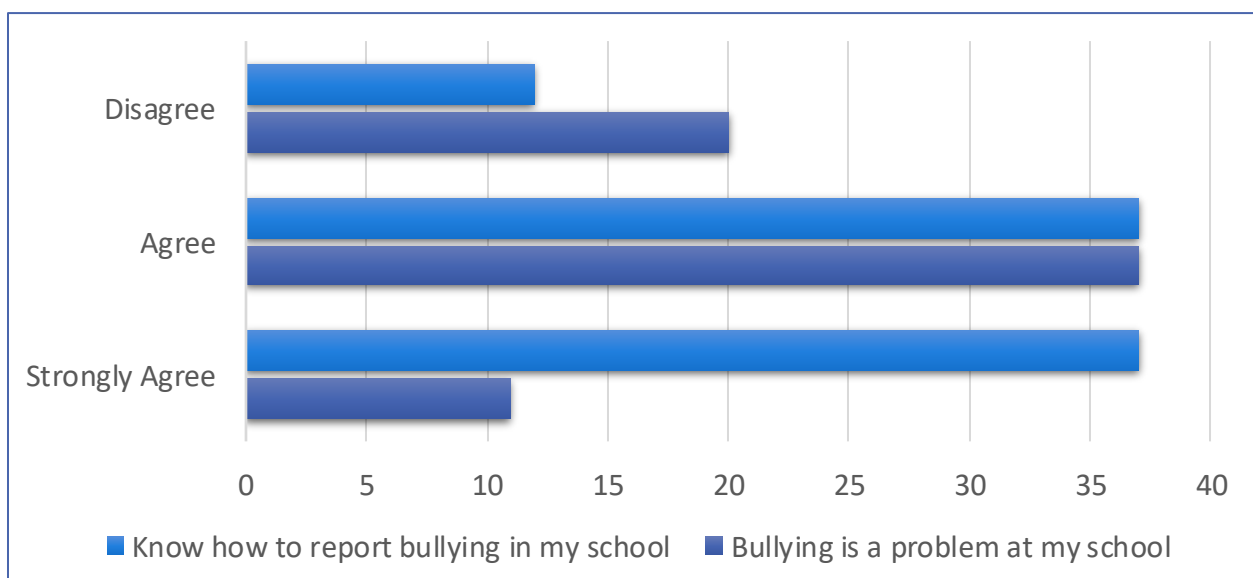
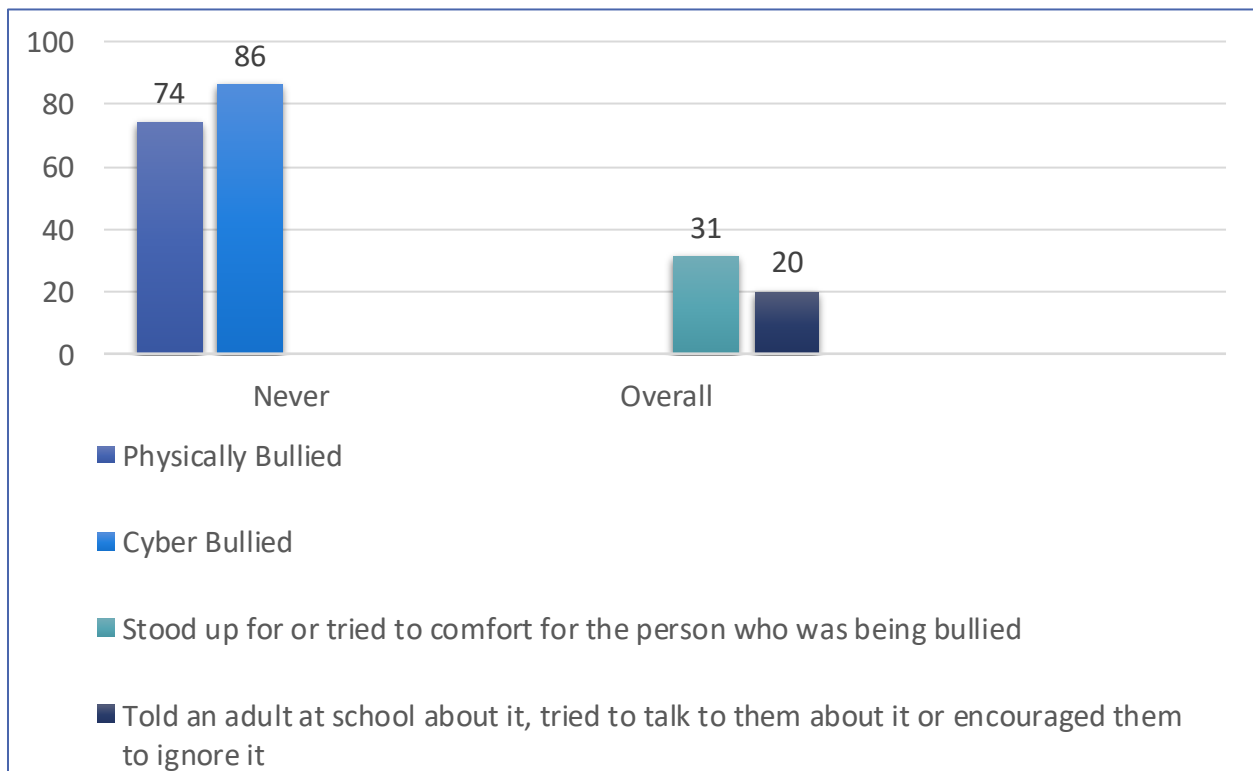
Riverview Public School Grades 7-8



Positive School Climate

Evaluation of Evidence / Data

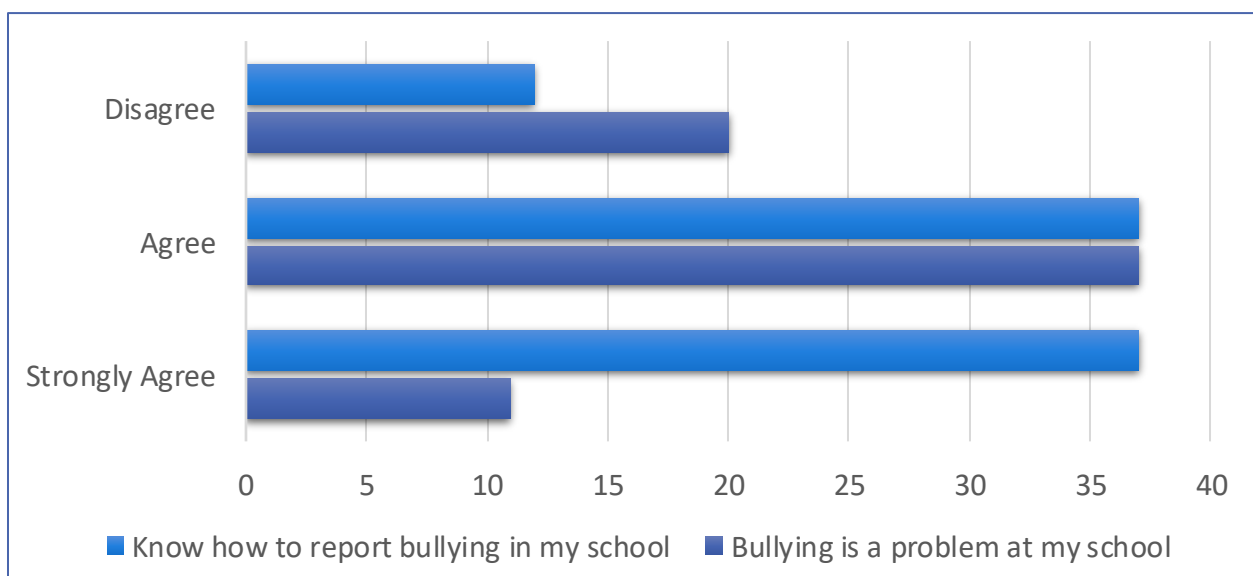
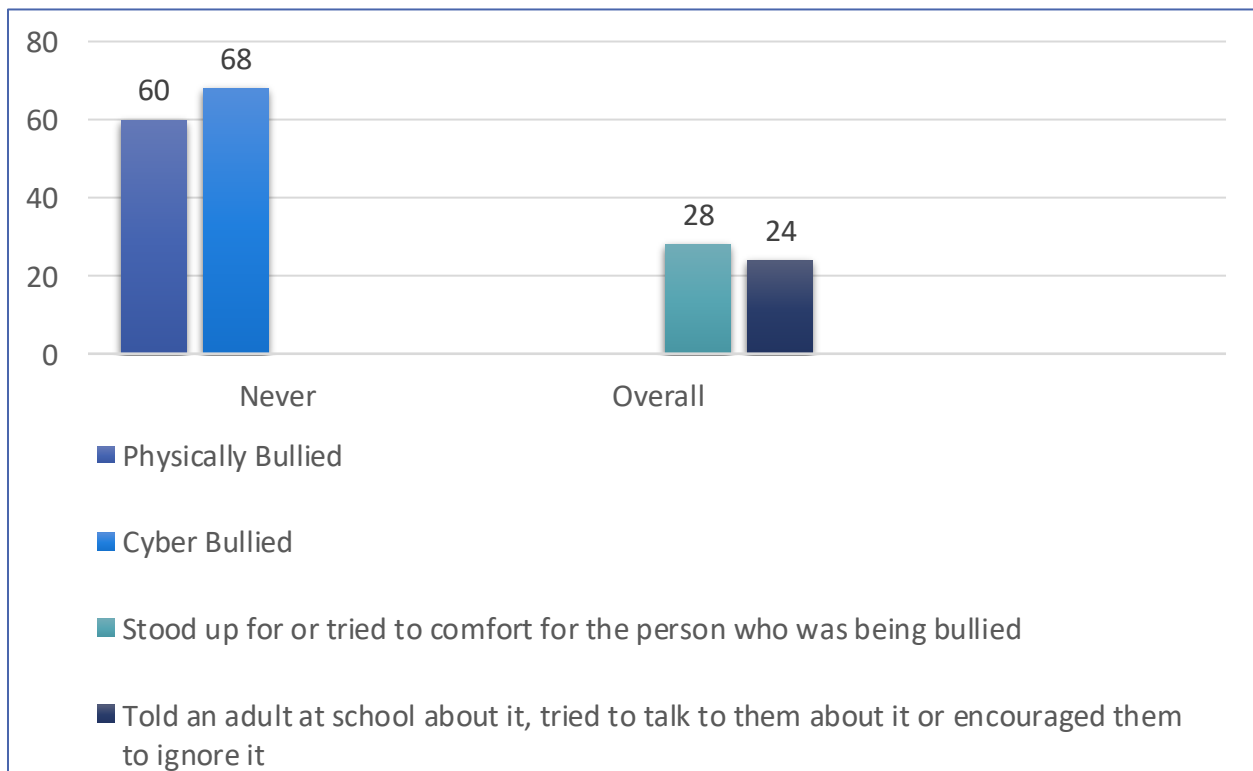
Riverview Public School Grades 4-6



Positive School Climate

Evaluation of Evidence / Data

McCrosson Tovell School Grades 4-6



RRDSB Training Resources

The RRDSB provides bullying prevention and intervention training for all administrators, teachers, and non-teaching staff that includes ways of responding to gender-based and homophobic bullying, respect for diversity and special education needs.

At minimum, staff, including third-party employees, volunteers, etc., complete annual training on equity and inclusive education and bullying prevention, and it is required by all staff to respond to bullying.

At minimum, students annually learn about character education and bullying prevention strategies, including cyberbullying and safe internet use.

You can't see
people's mental
health.

Be kind always.

Prevention Strategies

Teaching Strategies

Staff will use teaching strategies that focus on developing healthy relationships that include bullying prevention in daily practice, and bullying prevention against homophobia, gender-based violence, sexual harassment, inappropriate sexual behaviour, as well as promoting critical media literacy and safe internet use strategies, all of which are to be implemented in a manner consistent with the principles of equity and inclusion.

- Integrate bullying prevention and intervention as well as character education, equity and inclusion education strategies into classroom instruction
- Honour a person's chosen name and / or pronouns
- Promote bullying prevention through curriculum, activities and presentations (i.e. Team Building Activities, 20/20, Rule, Bullying Prevention and Intervention Week Activities, Day of Pink Activities, Equity Back Pack)

Student Leadership

Support student leadership councils that wish to participate in student-led alliances or other alliances and/or activities promoting healthy relationships and a positive school climate.

Partnerships with School and Community

Engage parents / guardians and community partners on school / bullying initiatives and work with agencies and/or organizations in their community that have professional expertise with respect to issues of bullying, gender-based violence, sexual assault, homophobia and inappropriate sexual behaviour (e.g., Peer Crisis Intervention Team, Mental Health Lead, Dare to Care)

Intervention Strategies

Reporting Incidents of Bullying

All members of the school community have responsibility for bullying prevention and for addressing bullying when it occurs. Although this responsibility rests with all members of the school community, some members have responsibility to provide leadership in specific areas/situations.

Restorative Practice is an overall approach where conflict and tensions are managed by repairing harm and strengthening relationships as a way of building school community. It focuses on repairing the harm caused by offending behaviour while holding the offender accountable for their actions. It provides an opportunity for the parties directly affected by such behaviour – the victim(s), the offender(s), and community – to express how they are affected and to identify and address their needs that result from the offending behaviour. Overall, Restorative Practice seeks a resolution that affords reparation, healing and reintegration, while preventing future harm. Interventions occur along a continuum of restorative practices.

Focus on repairing the harm and attending to needs of all parties/Restorative Practices

- Collaborative Problem Solving
- Mediation/Restorative Practice (formal and informal)
- Focus on repairing the harm and attending to needs of all parties/Restorative Practices
- Address bystander behaviour
- Refer to established behaviour and/or safety plans
- Progressive Discipline strategies (where applicable)
- Referral to community/social service agencies if relevant
- Established follow-up and communication plan when incidents occur

Intervention Strategies

Responsibilities

Staff

- recognize that creating a positive environment is key in the prevention of bullying behaviours in schools
- follow up and work with students and parents/guardians to resolve bullying issues
- provide intervention and support to assist students who engage in bullying behaviours to affect change in their behaviours
- help to develop a safe intervention plan for students who are victims of bullying
- ensure interventions, supports, and consequences are consistent with the educational needs of the student (i.e. Individual Education Plans, Safety Plans/Positive Behavioural Support Plans)
- include bullying prevention as a regular item on staff meeting agendas
- Use a progressive discipline approach. Strategies may range from early intervention to more intensive intervention in cases of persistent bullying, with possible referral to Board personnel and/or community or social service agencies. Severe instances of bullying will trigger Safe School Reporting and consequences.

Use the following process when bullying is reported:

ACKNOWLEDGE THE INCIDENT / AFFIRM

- "You were right to report/get help from an adult."
- "I'm glad you asked for help with this."

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?"

ASSESS SAFETY / MAKE A PLAN

- Determine what the student needs to feel safe now
- What can the student do if the bullying continues
- Who the student will tell if there is another incident

ACT / FOLLOW-UP

- Determine "next step" or refer the student to an administrator
- Tell them what will happen next
- Check with the student to determine the success of the intervention

Intervention Strategies

Students

- report incidents of bullying behaviour whenever they see it;
- provide support to new students or students who are alone/friendless;
- endeavour to disengage from being a bystander to bullying behaviours;
- actively support their school's bullying prevention and intervention programs; and
- support a positive school climate.

Parents/Guardians

- Treat everyone with dignity and respect
- report incidents of bullying behaviour whenever they see it
- raise their awareness and understanding of bullying behaviour and its long-term effects
- in partnership with the school staff, work to address and rectify incidents of bullying behaviour
- create awareness among their children/youth that bullying is never acceptable
- endeavour to get appropriate social/emotional help for their child if necessary
- support their school's anti bullying initiatives
- encourage their children/youth to report incidents of bullying behaviour
- model caring and respectful interactions
- teach their children/youth to be respectful and caring individuals



Don't listen if someone says you aren't good enough.

Communication and Outreach

To School Community

- Regularly communicate that bullying behaviour will not be tolerated
- Share Procedure 4.16 Safe Schools, Appendix A
- Share Code of Conduct and School Handbook
- Include Bullying Prevention and Intervention Plan in school/student handbook and post Bullying Prevention and Intervention Plan on school website
- Build awareness of School Bullying Prevention and Intervention Plan by:
 - Including informational inserts in school newsletters and other in-house publications; and
 - Sharing information at School Council and other parent meetings
- Share information/data at staff meetings
- Share information on school announcements and during school assemblies
- Share information through bulletin board postings
- Ongoing promotion of RRDSB Anonymous Reporting Tool

2023 2024 School Council Meetings

- Monday September 18, 2023 @ Riverview School
- Monday October 16, 2023 @ Riverview School
- Friday November 17, 2023 @ Riverview School
- Monday February 12, 2024 @ Riverview School
- Monday April 15, 2024 @ Riverview

**STAND UP
STAY STRONG
SPEAK UP
STOP BULLYING**

Appendix

Phone Numbers, Resources and websites

- Anonymous online RRDSB reporting tool <https://www.rrdsb.com/parents>
- Ministry Anti-Bullying Guide for Parents <https://files.ontario.ca/edu-guide-for-parents-bullying-en-2021-07-13.pdf>

Staff Professional Development

RRDSB Online Modules (staff only) <https://rrdsb-on.safeschools.com/login>

Character Education, Equity & Inclusion Education Strategies (Character in Action – Rainy River District School Board (rrdsb.com)

Seven Grandfather Teachings <https://www.7generations.org/seven-grandfather-teachings/>

Kids Help Phone <https://kidshelpphone.ca> 1-800-668-6868 To text Kids Help Phone: text: the word CONNECT to 686868. You may request an Indigenous counsellor, by texting First Nations, Inuit or Metis

LGBT Youthline (trained peer supporters aged 16-29, coming from a diversity of 2SLGBTQ+ identities and lived experiences Text: 647.694.4275 Email: askus@youthline.ca Service open from 4:00 to 9:30 PM EST Sunday-Friday

School Community Resources

PREVNet <https://www.prevnet.ca/>

Common Sense <https://www.commonsense.org/>

Get Cyber Safe <https://www.getcybersafe.gc.ca/en>

Media Smarts <https://mediasmarts.ca/teacher-resources>

Ministry Anti-Bullying Resources <https://www.ontario.ca/page/bullying-we-can-all-help-stop-it>

WITS Program (K – 3, Gr. 4 – 6) <https://witsprogram.ca/>

Roots of Empathy (primary grades) <https://rootsofempathy.org/>
Dare to Care <https://www.daretocare.ca/>