

# MARLBOROUGH PUBLIC SCHOOL

## BULLYING PREVENTION PLAN 2024-25

- CONTINUE TO DEVELOP AWARENESS OF EQUITY AND INCLUSIVENESS, CRITICAL THINKING SKILLS, POSITIVE PEER INTERACTIONS, MENTAL HEALTH AND WELL-BEING THROUGH WORKSHOPS, COMMUNITY PARTNERS/NIGHTS, CURRICULUM DELIVERY, AND SCHOOL PROGRAMMING.
- CONTINUE TO BUILD A POSITIVE, WELCOMING ENVIRONMENT FOR OUR ENTIRE LAKESHORE COMMUNITY THROUGH CUSTOMER SERVICE, VOLUNTEER OPPORTUNITIES, EXTRA-CURRICULAR ACTIVITIES, COMMUNITY PROGRAMS AND SCHOOL EVENTS.

### GECDSB – BULLYING, PREVENTION, AND INTERVENTION PLAN

#### EACH SCHOOL SHOULD:

- ACTIVELY COMMUNICATE POLICIES, PROCEDURES AND GUIDELINES TO STAFF, STUDENTS, PARENTS/GUARDIANS/CAREGIVERS AND BROADER MEMBERS OF THE SCHOOL COMMUNITY.
- REVIEW POLICIES, PROCEDURES AND GUIDELINES AND INCLUDE THE SCHOOL COMMUNITY IN THIS PROCESS IN ORDER TO BUILD UPON AND SUSTAIN A POSITIVE, WELCOMING, AND INCLUSIVE SCHOOL CLIMATE.
- REVIEW GUIDELINES AND PROCEDURES OR DEVELOP NEW ONES TO ADDRESS DISCRIMINATION AND HARASSMENT AS THEY MAY APPLY TO STUDENTS, STAFF, PARENTS/GUARDIANS, AND COMMUNITY MEMBERS.
- OUTLINE ROLES/RESPONSIBILITIES OF THE SCHOOL COMMUNITY, INCLUDING STUDENTS, STAFF, PARENTS/GUARDIANS, AND COMMUNITY MEMBERS.
- ENSURE GOALS ADDRESS AREAS OF CHALLENGE, AS IDENTIFIED IN SCHOOL CLIMATE SURVEYS AND OTHER RELEVANT DATA

### PREVENTION STRATEGIES

#### 1. UNDERSTANDING STUDENT PROFILES

- ASSESSMENT OF STUDENT ACADEMIC GROWTH
- DATA TRACKING OF ANTECEDENT BEHAVIOURS.
- OSR REVIEWS
- ACADEMIC ACCOMMODATIONS/MODIFICATIONS
- CONSIDERATION OF ENVIRONMENTAL FACTORS
- VIOLENT THREAT RISK ASSESSMENT

#### 3. STAFF TRAINING

- STAFF ARE PROVIDED WITH UNIVERSAL DESIGN FOR LEARNING, DIFFERENTIATED INSTRUCTION TRAINING
- STAFF ARE PROVIDED WITH OPPORTUNITIES TO DEVELOP EFFECTIVE CLASSROOM MANAGEMENT STRATEGIES INCORPORATING PROGRESSIVE DISCIPLINE.
- STAFF ARE PROVIDED WITH TRAINING IN RESTORATIVE PRACTICES AND DE-ESCALATION TECHNIQUES.

#### 2. CURRICULUM INTEGRATION

- INCORPORATE LESSONS ON EMPATHY, DIVERSITY, AND CONFLICT RESOLUTION INTO CLASSROOM ACTIVITIES.
- CHARACTER EDUCATION INITIATIVES
- USE LITERATURE AND MEDIA TO DISCUSS THEMES OF KINDNESS AND RESPECT.

#### 4. STUDENT INVOLVEMENT

- EMPOWER STUDENTS THROUGH PEER MENTORSHIP AND LEADERSHIP PROGRAMS.
- GRADE 8 STUDENT AMBASSADORS
- SPIRIT DAYS & SNACK PROGRAM
- ESTABLISH STUDENT-LED INITIATIVES LIKE KINDNESS CAMPAIGNS
- GSA LED EVENTS

#### 5. PARENT/GUARDIAN/CAREGIVER/COMMUNITY PARTNERSHIPS

- COLLABORATE WITH PARENTS, GUARDIANS, FAMILIES; INCREASE HOME-SCHOOL COMMUNICATION.
- INVITATIONS TO FAMILIES TO PARTICIPATE IN CLASSROOM ACTIVITIES, FIELD TRIPS, AND SCHOOL COMMUNITY EVENTS LIKE MEET THE EDUCATOR NIGHTS, PARENT-TEACHER INTERVIEWS, KINDERGARTEN OPEN HOUSE.
- COLLABORATE WITH LOCAL ORGANIZATIONS AND EXPERTS FOR WORKSHOPS AND RESOURCES.
- ENGAGE PARENTS THROUGH EDSBY.

## PROGRAMS TO SUPPORT STUDENTS

- **ZONES OF REGULATION:** SPACES THROUGHOUT THE SCHOOL HAVE BEEN CREATED FOR OUR STUDENTS TO SELF-SITUATE IN ORDER TO PARTICIPATE IN SCHOOL ACTIVITIES AND LEARNING REQUIREMENTS.
- **SOCIO-EMOTIONAL LEARNING KITS:** TEACHERS USE THESE KITS AND ACCOMPANYING LESSONS IN THEIR CLASSROOM INSTRUCTION.
- **APPLIED SUICIDE INTERVENTION SKILLS TRAINING:** STAFF TRAINED IN ASIST TO PROVIDE AS NEEDED SUPPORT FOR STUDENTS.
- **VIOLENT THREAT RISK ASSESSMENT:** BOARD-LEVEL TRAINED STAFF PROVIDE AS NEEDED SUPPORT FOR STUDENTS.

## SCHOOL-LEVEL INTERVENTIONS

- EMPATHY, DIVERSITY AND CONFLICT RESOLUTION ACTIVITIES IN CLASS
- BULLYING AWARENESS AND ANTI-RACISM AWARENESS IN CLASSROOMS
- RESTORATIVE PRACTICES AND "TEACHABLE MOMENTS" TO ADDRESS INAPPROPRIATE BEHAVIOUR.
- MINDFULNESS PRACTICES IN CLASSROOMS – SCHOOL MENTAL HEALTH ONTARIO RESOURCES; ZONES OF REGULATION
- SELF-REGULATION ACTIVITIES IN CLASSROOMS – KINDERGARTEN AND PRIMARY GRADES
- WORDS MATTER PRESENTATION TO ALL GRADE 4 TO 8 CLASSES
- SOCIO-EMOTIONAL LEARNING, PROBLEM-SOLVING AND CONFLICT RESOLUTION (TEACHERS, CYW, ADMINISTRATORS)
- SNACK PROGRAM AND HEALTHY LIVING INITIATIVES
- REFERRALS TO BOARD-LEVEL TEAMS (SOCIAL WORK, SPECIAL EDUCATION TEAMS)
- SPORTS TEAMS AND RECREATIONAL ACTIVITIES
- CARING ADULT SURVEY FOR (GR. 3-8) TO CONNECT/PAIR STUDENTS WITH STAFF MEMBER TO FOSTER RELATIONSHIPS
- MENTOR TEACHERS

## STUDENT RESPONSIBILITIES

- DEMONSTRATE KINDNESS AND RESPECT TOWARDS OTHERS.
- HELP STUDENTS WHO ARE BULLIED IN A SUPPORTIVE MANNER BY USING OUR WORDS AND/OR REPORTING WHAT WE SEE TO AN ADULT.
- TELL AN ADULT AT SCHOOL AND AN ADULT AT HOME.

## STAFF RESPONSIBILITIES

- HELP STUDENTS WORK TO THEIR FULL POTENTIAL AND DEVELOP THEIR SENSE OF SELF-WORTH.
- EMPOWER STUDENTS TO BE POSITIVE LEADERS IN THEIR CLASSROOM, SCHOOL, AND COMMUNITY.
- COMMUNICATE REGULARLY AND MEANINGFULLY WITH PARENT(S)/GUARDIAN(S).
- MAINTAIN CONSISTENT STANDARDS OF BEHAVIOURS FOR ALL STUDENTS.
- DEMONSTRATE RESPECT FOR ALL STUDENTS, STAFF, PARENT(S)/GUARDIAN(S), VOLUNTEERS, AND THE MEMBERS OF THE SCHOOL COMMUNITY.
- PREPARE STUDENTS FOR THE FULL RESPONSIBILITY OF CITIZENSHIP.

