



Margaret D. Bennie Public School

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**International Baccalaureate World School
for the Primary Years Programme**



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2024-2025 Bullying Prevention and Intervention Plan

Margaret D. Bennie Public School is committed to providing a safe, inclusive, and respectful learning environment where all students can thrive. This Bullying Prevention and Intervention Plan outlines our comprehensive approach to addressing bullying in all its forms, promoting a culture of kindness and respect.

Bullying can severely impact a child's mental health and academic performance. By implementing a comprehensive prevention and intervention plan, we can support students in participating in a safe and positive learning environment, thereby improving attendance and overall performance in school. To eliminate bullying, students, staff, administration, and parents/caregivers need to take a role.

As stipulated in the Education Act, subsection 303.3 (3), every school must implement the Board's Bullying Prevention and Intervention Plan. To comply with this Ministry policy, each school will create and implement a plan tailored to meet the unique needs of their students and the greater school community. Margaret D. Bennie recognizes the importance of all stakeholders working together to develop a positive school climate that supports student achievement and well-being.

All educators are critical agents of social change in bullying programs. They plan an essential role in creating a respectful classroom, managing their classrooms effectively, promoting communication about bullying, and responding supportively to the children involved in and affected by bullying.

I. Ministry of Education definition of bullying as defined in section 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, and

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.

For the purposes of the definition of “bullying” in subsection (1), behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying

For the purposes of the definition, “bullying” in subsection (1) 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.

II. Prevention Strategies

1. Understanding Student Profiles

- Regular parent communication
- Assessment of student needs and academic growth
- Data tracking of antecedent behaviours
- OSR reviews
- Academic accommodations/modifications
- Consideration of environmental factors
- Violent Threat Risk Assessment

2. Curriculum Integration

- Incorporate lessons on empathy, diversity, and conflict resolution into classroom activities
- Character Education Initiatives
- IB: Learner Attributes; Global Goals—Healthy Living and Well-being and Quality Education
- Use literature and media to discuss themes of kindness and respect

3. Staff Training

- Staff are provided with Universal Design for Learning and 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

4. Student Involvement

- Students through peer mentorship and leadership programs
- Grade 8 student Ambassadors—Announcements, Kindergarten Open House
- Spirit Days & snack program
- Establish student-led initiatives like kindness campaigns

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, and the IB Exhibition
- Collaborate with local organizations and experts for workshops and resources
- Engage parents through informational sessions and newsletters

6. Safe Spaces

- Create designated areas where students can seek support from staff (E.g., CYW office)
- Sensory room to foster self-regulation strategies and meet student needs
- Opportunities for regular check-ins with students

- Zones of Regulation
 - Restorative Practices
 - Establish and maintain respectful and caring classrooms by modeling equitable and inclusive behaviour and language
 - Ensure visibility of anti-bullying messaging throughout the school
 - Build trusting relationships with students and families
 - Aligning supervision plans to maintain safe, respectful spaces at the beginning of the day, end of day, and during nutrition breaks.
 - Staff visibility and availability throughout the day.
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III. Intervention Procedures

1. School-level

- Creation of School Code of Conduct
- Leadership opportunities (Grade 8 Student Ambassadors)
- 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 5 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, Behaviour Management)
- Sports teams and recreational activities
- Caring Adult Survey for (gr. 3-8) to connect/pair students with staff member to foster relationships; follow-up data to determine next steps
- Mentor teachers

2. Community Partners

- WECHU – Decider Program for grade 4s
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IV. Progressive Discipline

- Ongoing communication with parents/guardians/caregivers and school
- Enforcement of Board and School Code of Conduct
- Reintegration strategies
- Community Supports (Youth Diversion, Regional Children’s Centre, Maryvale, New Beginnings, etc.)
- Social work and attendance counselling support
- Maintain records of bullying incidents and resolutions
- Analyze trends to inform future prevention efforts

2. Communication

- Share the plan with the school community through the website, Edsby and School Messenger
- Celebrate successes in creating a positive school culture
- Seek support of Parent Council

3. Programs to support students

- *Zones of Regulation*: Spaces throughout the school have been created for our students to self-situate 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.

V. Creating Welcoming & Inclusive Schools by Fostering Healthy Relationships Campaign

- Daily announcements with positive messages
- “Words Matter” presentation delivered by administration
- Bulletin boards to promote kindness and recognition of various cultural celebrations
- Focus on “Mindfulness” and socio-emotional awareness
- Assembly to celebrate the IB learner attributes
- Classroom activities during Anti-Bullying week in November (e.g., paper chain links with kindness messages, Role of the UPSTANDER)
- Monthly recognition of cultural celebration, holidays, and heritage months events
- Recognition and learning about Black History Month; Treaties Week and Every Child Matters; Pink Shirt Day
- Acquiring Buddy Bench through grant for Creating Welcoming & Inclusive Schools

VI. Roles and Responsibilities

1) Students will:

- 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; and
- tell an adult at school and an adult at home.

2) Staff:

According to AP-AD-45, the GECSB’s administrative procedure concerning “Bully Prevention and Intervention”, the role of teachers and other staff members include:

“As role models, teachers and school staff uphold these high standards when they:

- 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; and
- provide representation to the Safe Schools team.

Teachers shall also assist principals in maintaining close co-operation with the school community and in establishing and maintaining consistent disciplinary practices in the school and in classrooms. In addition, teachers must assist principals by reporting incidents of bullying and assisting the principal in conducting an investigation (2017).”

3) Parents/Guardians/Caregivers:

Parents/Guardians are asked to work in collaboration with the school, staff members, and students by also playing a role in the prevention and intervention of bullying. AP-AD-45 (2017) states that parents/guardians fulfill their role by:

- “show[ing] an active interest in their child’s schoolwork and progress;
- communicat[ing] regularly with the school;

- [being] familiar with the Board's Bullying Prevention and Intervention Policy and school code of conduct, including school rules;
- encourag[ing] and assist[ing] their child in following the rules of behaviour;
- assist[ing] school staff in dealing with disciplinary issues involving their child; and
- provid[ing] representation to the safe schools team. (2017)"

4) **Community Members:**

In outlining ways in which the Margaret D. Bennie School community can be involved and accountable in supporting the student body, AP-AD-45 states that all school administrators and staff who have frequent contact with students should receive training programs on how to prevent and intervene in bullying. These programs will cover "cultural sensitivity, respect for diversity, and special education needs" (2017) of students. To ensure that everyone in the school community is aware of their roles and responsibilities, the policy will be made available and actively communicated by the administration to students, parents, staff, school council, and volunteers.