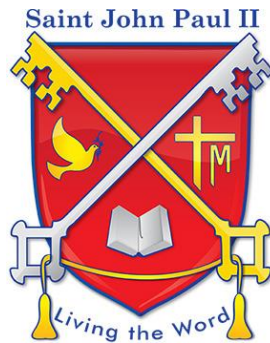


Saint John Paul II Catholic Elementary School



Bullying Awareness and Prevention Plan 2018 2019

Our Mission: *As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God's world."*

Our Vision: *"Our Catholic Schools: heart of the community -- success for each, a place for all."*

Preface

The effects of bullying behaviour on students' learning and on their emotional, physical and psychological health are well recognized. Bullying also runs counter to Catholic values of respect, inclusion and celebration of diversity. We believe that all stakeholders within our school community has a collective responsibility to create safe and caring learning environments in which students feel secure, valued and able to develop to their full potential. Bill 157 supports this belief.

School Climate/Imagine Team

| | |
|-----------------|------------------|
| Teachers: | Divisional Leads |
| School Council: | Dawn Shuh |
| Community: | Mark Godin |
| Principal: | Rod Eckert |
| Vice-Principal: | Amanda Kuntz |

Key Concepts

Saint John Paul II School Definition of Bullying.

Bullying is, according to Board Policy APC034 and Policy/Program Memorandum 144 from the Ministry of Education of Ontario defined as “...**typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person’s body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance**”.

- Bullying is a dynamic of unhealthy interaction. It is a form of aggression, often repeated, that is used from a position of power.
- The intention is to control, distress or cause harm to others.
- Bullying is a learned behaviour that, directly or indirectly, can be physical, verbal and/or social in nature.
- Increasingly, the Internet, MSN and text messaging are becoming vehicles for intimidation and harassment.

Physical bullying includes hitting, shoving, stealing or damaging property.

Verbal bullying includes name-calling, taunting or sexual, racial or homophobic comments.

Social/relational bullying involves excluding someone from a group, spreading gossip and rumours or manipulating the social order.

Cyber bullying involves the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging, defamatory personal web sites, and defamatory online personal polling web sites.

- Bullying is neither impulsive aggression toward another child, nor is it

synonymous with conflict.

- Bullying is a learned behaviour that is often subtle and difficult to detect.
- Without adult intervention, the lessons of using power and aggression may carry over into future relationship patterns. Students who bully are at risk for delinquency, substance abuse or adult criminality.
- Research indicates that victims are at risk for anxiety, low self-concept, academic problems and depression.
- Peers who witness harassment and victimization report feelings of discomfort and powerlessness. Both passive observation and active responses from peers may increase and reinforce the arousal of bullies.
- Peer interventions have proven to be successful, when safe and effective strategies have been taught.

Safe Schools is Everyone's Responsibility

Bullying awareness and prevention is a complex and challenging process. Adults are essential in developing children's capacity for relationships, for shaping the school climate and for serving as role models in creating a respectful and safe learning environment.

It is important to recognize that an inclusive school culture is never static. To be successful it requires a constant process of education, examination, reflection and action.

All stakeholders within a school community are responsible for the implementation of bullying and violence prevention policies and programs.

- The Principal/VP provides vital leadership in the administration of bullying prevention program at Saint John Paul II School.
- Teachers and support staff are responsible for daily implementation and monitoring of bullying prevention programs.
- Students play an important role in preventing bullying, and require the confidence and skills to safely intervene and report.
- Parents are necessary partners in modelling consistent expectations.
- Police, neighbours, community organizations, local businesses and agencies must take an active role in supporting safe school initiatives.

For program development and evaluation, it is necessary for the staff at Saint John Paul II to understand the nature and extent of bullying realities within our school community. Clear and consistent interventions, formative consequences and pro-social training must be in place in order to support students who bully, those who are victimized and those who are bystanders.

Introduction to The Bullying Awareness and Prevention Template

The ***Bullying Awareness and Prevention Template*** follows the guidelines set out by the Ministry of Education of Ontario. It was developed using current evidence-based research, board policies and protocols.

The template is intended to provide Saint John Paul II with a means to:

- ***assess*** the current extent and nature of bullying and the perceptions around the issue
- ***determine*** the effectiveness of existing practices
- ***identify*** needs
- ***prioritize*** goals and create a bullying prevention action plan
- ***evaluate*** progress and celebrate successes

Timeline for Implementation

Parent, student and community participation is strongly encouraged as the process evolves.

Phase 1 (Mid-September)

- staff in-service on bullying behaviour to ensure a common and consistent understanding of the dynamics and issues.

Phase 2 (October)

- Divide staff into small working groups to identify current practices for each component that are successfully promoting a safe and caring school climate.
- Template worksheets are collected and members of our Safe Schools Action Team will compile the information.

Phase 3 (November)

- Present the feedback. Acknowledge all successful existing practices and programs.
- Undertake a gap analysis to identify needs and goals.
- Prioritize identified needs.
- Staff members select initiatives/working groups in which they wish to participate.
- An action plan will be devised to be implemented in the current school year. This should include any resources that are required, a timeline for implementation and measures for evaluation.
- The identified goals and action plans will be used to develop our school's Bullying Awareness and Prevention plan.

Phase 4 (Term 2 - Winter)

- Support of our team(s) as they work to implement chosen initiatives.
- Continue to involve our families and school community.

Phase 5 (Term 2 - Spring)

- Address current progress by inviting feedback regarding successes and roadblocks each team has encountered.

Phase 6 (June)

- Our school's template will be updated with the goals that have now been reached.
- Set goals and action plans for the next year with school staff.

Components of the Bullying Awareness and Prevention Template

- 1. Spiritual Dimension**
- 2. Code of Conduct**
- 3. Bullying Awareness and Prevention Training for All Staff, Students and Families**
- 4. Parents as Partners**
- 5. Students as Partners**
- 6. Across the Curriculum**
- 7. Classroom Behaviour and Expectations**
- 8. Interventions for Bullies, Victims and Bystanders**
- 9. To and From School Behaviour**
- 10. In School Supervision**
- 11. School Events**
- 12. Entry and Exit Programs for Students**
- 13. Physical Plant, School Grounds and Surrounding Area**
- 14. Community Services**
- 15. Reporting Requirements**
- 16. Character Development**
- 17. Saint John Paul II School Climate Initiatives to Support a Positive Environment**
- 18. Tracking Student Misbehaviour**

Format of Each Component

Rationale

The rationale expresses the importance of each component of the template within a safe schools environment. These statements are based on current research and ministry guidelines.

Recommendations

The recommendations are presented in checklist format. This will assist the Saint John Paul II School Community to acknowledge areas of effective practice as well as to identify areas of need.

Resources

The resource section suggests materials that may be used to address goals identified for almost every component.

1. Spiritual Dimension

*For your steadfast love is higher than the heavens, and your faithfulness reaches to the clouds.
Psalm 108:4*

Rationale

Our Catholic faith calls us to love one another and live together as a community. Bullying, harassment and intimidation run counter to Christ's message of inclusion and his instruction that we treat one another with caring and respect. At Saint John Paul II School, gospel values are embedded in every aspect of the curriculum and should receive special emphasis when promoting a safe school ethos.

Recommendations

- Our school community strives to actualize Gospel values.
- The local parish has an active relationship with our school community.
- Our school's prayers, liturgies, awards and presentations highlight inclusion, respect and appreciation.
- An important goal of our school community is to foster individual and collective acts of service.
- A scripture/prayer table has a place of prominence in our school sacred space and every classroom.

Resources

- *Born of the Spirit/We Are Strong Together*, Religious Education Programs
- *Fully Alive*

2. Code of Conduct

*God is love, and those who abide in love abide in God, and
God abides in them. 1 John 4:16*

Rationale

Our school has developed a code of conduct that articulates behavioural expectations according to board policies and local community codes. This was developed over the 2011-2012 school year and will be updated and modified each year as needed.

Recommendations

- Our school's code of conduct is understood and implemented by all members of our school community.
- Our school has established a safe schools advisory team (SSAT) that includes bullying awareness and prevention in its mandate.
- Bullying awareness and prevention follows Bill 157 and the progressive discipline model.
- The basis of the Bullying awareness program is the IMAGINE A SCHOOL WITHOUT BULLYING FRAMEWORK(Waterloo Public Health Dept.)

Resources

- www.bullying.org An interactive Canadian private corporation that provides information on bullying.
- www.cssn.org The Canadian Safe Schools Network provides bullying resources, instructional information, safe schools certification and conferences. Phone 416-977-1050
- *An Educator's Guide to Safe Schools*. Eric Roher & Robert Weir
- *APC 034 AP memo*- Waterloo Catholic District School Board
- *Waterloo Region Public Health*: www.region.waterloo.on.ca

3. Bullying Awareness and Prevention Training for Staff, Students and Families

Make me to know your ways, O Lord; teach me your paths. Psalms 25:4

Rationale

In-service(s) provided to all staff with respect to Bill 157, and our school code of conduct, when needed.

Recommendations

- All stakeholders have been informed, through presentations, in-services, web sites and home/school communications about the nature and dynamics of bullying behaviour.
- Once an understanding of bullying has been established within the Saint John Paul II community, school climate surveys will be conducted involving all stakeholders.
- A safe means for reporting and responding to incidents of bullying and harassment is established for all members of our school community (Bill 157 forms and our own school forms for other incidents).
- A progressive discipline plan, which is consistent, fair and judicious, has been communicated to administrators, teachers, support staff and families in our school through the school code of conduct. A documented chronology of events, including dates and interventions is maintained.
- Our school keeps open the channels of communication informs relevant support service staff regarding student incidents and interventions.
- Our school follows the WCDSB *Policy Memo APC034*
- Saint John Paul II School informs students, staff and families about the serious nature of cyber-bullying and internet safety through monthly newsletters.
- All stakeholders are aware that infractions of bullying and harassment can be punishable under the Safe Schools Act and the Youth Criminal Justice Act (*code of conduct*)

Resources

- www.kidsareworthit.com
- www.nomorebullies.com
- www.cyberbullying.ca
- *The Bully Free Classroom – Over 100 Tips and Strategies for Teachers, K-8.*
- *Bullying: Identify, Cope, Prevent. Grades 3-4, World Teacher Press*
- *Bullying: Identify, Cope, Prevent. Grades 5-6, World Teacher Press*
- *Bullying: Identify, Cope, Prevent. Grades 7-8, World Teacher Press*
- *The Bullying Prevention Handbook.* John Hoover and Ronald Oliver
- *The Door That's Not Locked: Safety and the Internet: Parent Guide*
www.thedoorthatsnotlocked.ca
- Canadian Centre for Child Protection www.protectchildren.ca

4. Parents as Partners

May the Lord give strength to his people! May the Lord bless his people with peace! Psalm 29:11

Rationale

Parents are the best advocates for their children. Bullying takes place both on and off school grounds and parents need to understand how to identify bullying situations, and what courses of action are available to them. For instance, cyberbullying is on the rise and parents require skills and support to deal with it appropriately. Parents bring an important perspective on student behaviour and play a critical role in developing a more complete picture of the issues. Wider support and understanding from parents and caregivers will help to ensure consistent messaging and implementation of bullying prevention programming.

Recommendations

- Our school parent community is aware of our code of conduct to support positive student behaviour.
- Our school's bullying awareness and prevention plan is tailored to be responsive to the diversity within our community based on the needs of the members of our community.
- Bullying awareness and prevention education is communicated through a variety of means, such as the school newsletter, parent information nights(school council) and presentations.
- Our school's training sessions cover topics such as, identifying whether a child is involved in bullying and how to intervene safely.
- Clear means of communication and reporting have been established and parents are aware that their concerns are taken seriously (code of conduct).
- Our school welcomes parents to attend assemblies and guest speaker presentations, where room permits (size of our gym is an issue).
- Parent volunteers are active in a variety of programs at Saint John Paul II School.

Resources

How To Talk So Kids Will Listen and Listen So Kids Will Talk. A. Faber, E.

Practicalparenting.ca

5. Students as Partners

Beloved, we are God's children now; what we will be has not yet been revealed. What we do know is this: when he is revealed, we will be like him, for we will see him as he is. 1 John 3:2

Rationale

Students must be aware that everyone is affected when incidents of bullying, harassment and intimidation occur. Studies show that peer support can be tremendously effective when students are taught safe strategies for intervening.

Recommendations

- Classroom activities, programs and extra-curricular activities are intentionally designed to practice pro-social behaviour and problem solving.(class meetings, classroom covenants, Imagine framework lessons).
- Opportunities to develop and commend positive leadership skills are embedded in school activities (e.g. intramurals, announcements, Circle of Friends, Student Council)
- Classroom meetings occur weekly in every classroom at Saint John Paul II School that allow all students to practice positive solutions to solving conflicts.
- Every classroom will collectively develop covenants in September that will be prominently displayed and referred to during the year to promote a safe and caring classroom community.

6. Across the Curriculum

...And what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God? Micah 6 8

Rationale

Bullying, harassment and intimidation awareness and prevention activities must be rooted in the curriculum and interwoven throughout the entire year. A theme of relationship building and caring can be part of any program, especially those that already deal with community living.

Recommendations

- Our school's Religious Education, and Family Life programs highlight scripture, teachings and Catholic values, which underscore principles in bullying awareness and prevention.
- Our school recognizes that Safe Schools is everyone's responsibility and the bullying awareness and prevention program is embedded within the curriculum and the classroom ethos(Bill 157).
- Program materials and resources are used to foster and reinforce pro-social skill development.(Imagine A School Without Bullying Framework)
- Curriculum delivery in our school recognizes various learning needs, learning styles, multiple intelligences etc.
- Teaching strategies include a variety of methodologies, such as cooperative learning, peer mentoring and team learning.

Resources

- *The Differentiated Classroom: Responding to the Needs of All Learners.* C. Tomlinson
- *Active Learning Handbook for the Multiple Intelligences Classroom.* J. Bellanca
- *Making Cooperative Learning Work: Students Teams in K to 12 Classrooms.*

7. Classroom Behaviour and Expectations

Above all, clothe yourselves in love, which binds everything together in perfect harmony. Colossians 3:14

Rationale

A safe school is one in which a climate of respect is demonstrated throughout all aspects of school life. The classroom is a key area of the school where fairness, positive reinforcement and appropriate discipline begins. Everyone must feel safe and treated in a consistent and Christian manner.

Recommendations

- All teachers and students have a classroom agreement that encourages a climate of acceptance and inclusion(classroom covenants)
- All classrooms provide opportunities to practise pro-social behaviour and positive leadership(code of conduct).
- Classroom recognition is given to students who demonstrate increased student achievement and following the themes of the month(individual and public praise. Teachers submit a plan in early September which describes how every single student will be publicly recognized for increased achievement and making Saint John Paul II a better environment for all learners.
- A consistent application of consequences and learning moments that align with our school's progressive discipline plan is practised throughout our school(training camps after each natural break during the school year- September, Christmas, March Break)

Resources

- Imagine A School Without Bullying Framework- Waterloo Public Health
- Numerous other resources from Waterloo Public Health as well for classroom use.

8. Interventions for Bullies, Victims, Bystanders and Allies

Create in me a clean heart, O God, and put a new and right spirit within me. Psalm 51:10

Rationale

. A system of meaningful and respectful interventions are implemented as part of the ongoing safe school plan at Saint John Paul II School.

Recommendations

- All cases of bullying, harassment and intimidation are taken seriously at Saint John Paul II school.
- Our school has a clear and consistent follow up plan for incidents of bullying and harassment.
- There is support for both victims and bystanders.
- Bullies are taught that their actions are unacceptable and will not be tolerated in the school community.
- Our strategies for dealing with bullying situations are formative and constructive.
- Skills training groups are implemented as needed for teaching communication skills, assertiveness, relaxation and stress management, problem solving, anger management,
- positive decision making, conflict management and friendship skills, when available, eg. , Community Resource Officer, guest speakers, etc.
- The Saint John Paul II School Code of Conduct is a specific resource to help support all students.

Resources

- Kids' Help Phone 1-800-668-6868
- www.bullying.org
- Canadian Red Cross www.redcross.ca/respected
- *The Deal With It Series: Bullying/Arguing/Fighting/Gossip/Racism/Peer Pressure.* E. Slavens, et al.
- *The Bully, the Bullied and the Bystander: From Pre-School to High School, How Parents and Teachers Can Help Break the Cycle of Violence.* B. Coloroso
- *Queen Bees & Wannabes: Helping Your Daughter Survive Cliques, Gossip, Boyfriends & Other Realities of Adolescence.* R. Wiseman
- *A Volcano in My Tummy: Helping Children to Handle Anger.* E. Whitehouse,
- *The Kids' Guide to Working Out Conflicts: How to Keep Cool, Stay Safe and Get along.* N. Drew
- *The Schoolyard Bully: How to Cope with Conflict and Raise an Assertive Child.*

9. To and From School Behaviour

Happy are those who are strong in the Lord, who want above all else to follow his steps. Psalm 84:5

Rationale

A student is considered “at school” when travelling to and from school. If a student acts inappropriately off school property, during, before or after school, and there is a “nexus” or connection with the school community, the Principal and school staff will help deal with this behaviour when appropriate.

Recommendations

- Our school has developed and communicated clear expectations of student behaviour before and after school.
- A Safe Arrival Program and/or an attendance procedure is established at Saint John Paul II School.
- A bus code of behaviour that reflects the principles of bullying awareness and prevention is operational at Saint John Paul II School (through the Transportation Department and supported on the front lines by the bus driver/operator).

Resources

Transportation Information Policy and Procedures booklet, 2009-2010, School Code of Conduct

10. In-School Supervision

And let the peace of Christ rule in your hearts, to which indeed you were called in the one body. Colossians 3:15

Rationale

Supervision is a vital ingredient in a safe and caring school. All students and adults in and around the environment of the school must feel empowered to do what they can to ensure a safe and caring community.

Recommendations

- A safety audit of our school property and 'hot spots' has been undertaken.
- An in-school supervision plan has been created for our school's washroom routines, change rooms, hallways, and any additional 'hot spots'.
- A buddy system/mentor program is in place where needed.
- Staff members are aware of effective supervision strategies.
- Saint John Paul II School has lunchtime and inclement weather supervision plans.
- The school has a process for informing all staff of the various activities conducted before, during and after school(eg. Saint John Paul II TeamSite, email, weekly memos, staff meetings)
- The school has a visitor identification plan.
- Lunch Hour Supervisors are apprised of the school code of conduct and are supported by the administration in the implementation to positively support students.

Resources

- Duties of Principal, Section 265, Education Act of Ontario
- Duties of Teacher, Section 264, Education Act of Ontario
- Saint John Paul II School Code of Conduct
- Bill 157 and reporting forms

11. School Events

And whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him. Colossians 3:17

Rationale

A safe and caring school is one in which the principles of respect, inclusion and integrity are demonstrated in all aspects of school life. This extends to Saint John Paul II School and board sanctioned events, such as liturgies, academic and athletic events, field trips, assemblies, and other events. School staff are vigilant and responsive to both overt and subtle incidents of bullying behaviour that occur at school events.

Recommendations

- Students at Saint John Paul II School will understand that the code of conduct pertains to all school and board sanctioned events, both on and off school property.
- Students demonstrate responsible citizenship and respect for self, others, property and authority at school events.
- Students are aware that bullying behaviour will not be tolerated at school events, and that consequences consistent with the school's bullying prevention plan will apply.
- Saint John Paul II School ensures that adequate supervision is in place at all school events.

Resources

- Saint John Paul II School Field Trip Package
- Saint John Paul II School Code of Conduct

12. Entry and Exit Programs for Students

This is the message that we have heard from him and proclaim to you, that God is light and in him there is no darkness at all. 1 John 1:15

Rationale

A safe school is one in which new students are welcomed in a way that makes them feel part of the new community and secure with new routines and expectations. It is equally important to acknowledge the contributions of students and families that leave through relocation or graduation.

Recommendations

- Our school has an orientation program for new students and families.
- New students and families are connected with adult and peer mentors.
- Recognition and appreciation is extended to students leaving the school and/or graduating.
- Saint John Paul II School has an established transition plan that incorporates students' anticipated pathways.

Resources

- *Choices into Action: Guidance and Career Education*; Ministry of Education of Ontario, 1999
- *Ontario Catholic School Graduate Expectations*:
- *Saint John Paul II School Council booklet on welcoming new families*

13. Physical Plant, School Grounds and Surrounding Area

Let us then pursue what makes for peace and for mutual up building. Romans 4:19

Rationale

It is important that school staff is aware of the physical plant, school grounds and surrounding area of Saint John Paul II school in order to ensure a safe environment. Hallways, washrooms/change rooms, common areas, lunchrooms, buses, etc. are all areas that may be hotspots for bullying behaviour. Areas outside of the building such as, school grounds, local parks and malls), should also be regarded as potential hotspots. Recess, lunchtime and before/after school are times when a Saint John Paul II community can consider activities that respond to the individual needs, abilities and learning modalities of our students.

Recommendations

- The school building and grounds are safe and inviting.
- An assessment of our school grounds has occurred.
- Where possible, landscape enrichment includes green spaces, peace gardens and seating areas.
- School ground activities offer opportunities for our students' diverse interests and abilities.
- Play leaders foster pro-social behaviour and inclusion through traditional and cooperative games.(eg. PALS, Circle of Friends)
- Displays of student work reflect a diversity of expression and learning styles.

Resources

- *Everyone Wins: Cooperative Games and Activities.* S. and J. Luvmour
- *You Can't Say You Can't Play.* V. Gussin Palley, 1992.
- www.activeontario.org
- www.ophea.org
- *Breaktime and the School*, ed. by Peter Blatchford and Sonia Sharp
- PALS resources
- Circle of Friends

14. Community Services

Bless the Lord, mighty angels who fulfill his orders. Psalm 103:20

Rationale

The role of the broader community is important, especially when bullying and harassment take place outside of school property. Police, neighbourhood watch groups, community organizations and local businesses must all take an active interest in preventing and reporting bullying behaviour. Many community organizations have expertise that will strengthen ongoing bullying prevention programs.

Recommendations

- Saint John Paul II school's bullying awareness and prevention plan includes partnerships with outside agencies that provide a variety of in-school interventions including: support groups, guest speakers, workshops and assemblies.
- Saint John Paul II school makes referrals to outside agencies and community resources in order to access support for families and individual students (usually through the school social worker or police in extreme cases)

Resources

- Family and Children's Services of Waterloo Region (<http://www.facswaterloo.org/index.html>)
- Waterloo Regional Police Services (<http://www.wrps.on.ca/>)
- Front Door (<http://www.lutherwood.ca/subsection2.aspx?id=9>)

15. Responsibilities and Reporting Requirements

Let everyone bless God and sing his praises, for he holds our lives in his hands. Psalm 66:8-9

Rationale

The reporting requirements will follow the Saint John Paul II School Code of Conduct Discipline form (see the Saint John Paul II School code of conduct) and Bill 157 where applicable.

School Level

1. The principal/VP will inform all employees that they must report a matter to the principal, as soon as reasonably possible, if they become aware that a student at a school of the board may be engaged in an activity for which suspension or expulsion must be considered.
2. The principal/VP will ensure all incidents are reported using the Ministry “Safe Schools Incident Reporting Form Part I” by staff and third party providers and ensure each school report has a specific number.
3. After a report is submitted, the principal/VP must provide a written acknowledgement of the receipt of the report (Safe Schools Incident Reporting Form – Part II) to the employee who reported and identify whether “Action Taken” or “No Action Required” (*i.e. Possible actions taken can include anything on the progressive discipline continuum e.g. warning, contacting parent, removal of privileges, suspension, expulsion*).
4. The principal/VP will ensure that information that could identify the student(s) involved will not be part of the acknowledgement (Safe Schools Incident Reporting Form – Part II).
5. The principal/VP will file reporting forms with suspension and/or expulsion letters in Ontario Student Records (OSR) when the “action is taken” is a formal suspension or expulsion.
6. Principal/VP will retain reporting forms that did not result in a suspension or expulsion in the principal’s office for a minimum of three years if “bullying” is the incident identified and for a minimum of one year for all other incidents.
7. The principal/VP will take measures to address the safety of those reporting bullying incidents.
8. The principal/VP will create a Safe Schools Team to address bullying prevention and intervention as part of its mandate. The Safe Schools Team must be composed of at least one student (where appropriate), one parent, one teacher, one support staff member, one community member/partner, and the principal/VP. The chair of this

committee must be a staff member and an existing school committee can assume this role.

9. The principal/VP will address the issue of bullying and the reporting of it to school administrators or staff in school newsletters and as part of the regular communication with students, families, staff and the community.

10. The principal/VP will record the incidents of bullying and the interventions used as part of the reporting process to the system. They will evaluate their interventions and adjust them based upon this review.

11. The principal/VP will keep parents/guardians of bullying victims aware of the nature of the incident that resulted in harm to the student, the nature of the harm to the student and the steps taken to protect the student's safety, including the nature of any discipline in response to the incident and work with the perpetrator(s).

12. The principal/VP shall not notify a parent or guardian of a pupil (victim) if in their opinion doing so would put the pupil at risk of harm from a parent or guardian. In these cases the principal/VP will document the rationale for the decision, inform the school superintendent of the decision, if a teacher reported the incident, inform the teacher of the decision to not notify the parent/guardian, and if appropriate, inform other board employees.

13. The principal/VP will use a restorative justice model as one strategy of intervention(*when appropriate and sufficient training has been obtained*)

14. The principal/VP will adjust our school's Code of Conduct and the school's response to reported incidents to address the issue of bullying in all of its forms.

Staff

1. All school staff will be vigilant in identifying possible incidents of bullying.

2. All board employees who work directly with students must respond to any student behaviour that is likely to have a negative impact on the school climate.

3. All board employees must report activities leading to possible suspension and activities leading to suspension pending possible expulsion must be reported to the principal and when reporting, board employees must confirm all reports to the principal/VP in writing using the Ministry "Safe Schools Incident Reporting Form Part I" and ensure each school report has a specific number.

4. When reporting, board employees must consider the safety of others and the urgency of the situation in reporting the incident no later than the end of the school day.

5. Teachers will address the issue of all aspects of bullying as part of their regular classroom orientation process and outline to students what they can do if bullied. They will help students identify and respond appropriately to bullying incidents. Where appropriate, teachers will also incorporate bullying prevention awareness into lesson planning and classroom meetings.

6. All staff will participate in professional development at the school level related to the bullying prevention and intervention initiative.

7. Teachers will incorporate strategies/resources from “Imagine...” or other bullying prevention programs into regular classroom activities.

Students

1. Students will conform to the standards of appropriate behaviour outlined in school and system policies related to Safe Schools.

2. Students will report incidents of bullying to their classroom teacher, other school staff or to school administrators.

3. Students will be discouraged from participating in bullying as direct perpetrators or in the role of bystanders. They will be made aware of the consequences of such actions.

4. Students who are victims and/or participants in bullying will actively engage in restorative justice activities as part of the school-based solution to incidents.

5. With the guidance and support of their teachers and parent/guardians, students shall recognize bullying by being able to:

- Identify the various forms of bullying
- Understand the role of unequal power in bullying
- Understand the role of the bystander in both prevention and escalation of bullying
- Understand the impact of bullying.

6. Students will work to prevent bullying from happening by being able to:

- Demonstrate healthy relationship skills with others
- Resolve conflict in a non-violent way
- Intervene when bullying happens
- Recognize the signs of bullying
- Prevent bullying from happening.
- Work to do their part in contributing to a positive school climate.

Parents

1. Parents will understand the positive role they can play in monitoring their son/daughter's Internet use to ensure online bullying is prevented.

2. Parents will work with their son/daughter to reinforce and support the school and board policies related to Safe Schools.

3. Parents will participate, as appropriate, with restorative justice activities to remediate bullying behaviours.

16. Character Development

Let your good spirit lead me on a level path. Psalm 143:10

Research indicates that education is at its best when it focuses on supporting the development of the whole student. School environments, where civic responsibility and academic achievement thrive, are our focus.

Character development is a foundation of our publicly funded education system, is the cornerstone of a civil, just, and democratic society, and is the responsibility of parents, families, schools, and communities. Effective character development is embedded in the total life of the school and community, and impacts on students' success during the school years and beyond. It must be intentionally infused in our policies, practices, programs, and interactions. Character development in schools plays an essential role in addressing the cognitive, affective, and behavioural domains of the whole student.

The following is the list of Saint John Paul II 10 Attributes and their descriptors.

Respect - I show consideration and compassion for others. I am polite, courteous and caring. I value myself and I am sensitive and empathetic to the feelings of others. I treat all people with equity and dignity and I uphold their rights. I strive for understanding and I learn from the wisdom of my elders.

Honesty - I follow the rules and I tell the truth kindly and tactfully. I keep my word. I am a genuine person. I am sincere, truthful and trustworthy. I accept myself as I am.

Responsibility - I am responsible for my thoughts, words and actions. I am accountable for my choices. People can depend on me to honour my commitments and follow through on my obligations. I demonstrate active citizenship. I learn from my mistakes and I am willing to make amends.

Trust - I have confidence in myself and others. I believe in myself and I am reliable, dependable, loyal and honest. I believe that there is some good in everything that happens. I have no need to control others. I feel at peace and know that I am not alone.

Teamwork - I can work cooperatively in a group as a part of a unit. I am loyal to my friends and I take the initiative to include everyone when I can.

Self-Discipline - I am in charge of my own thoughts and feelings to do the right things. I use my time well and I persevere and persist to get things done.

Commitment - I keep the promises and agreements that I make to myself and others. I make good decisions based on my values. I give my all to whatever I do.

Caring - I show compassion, sensitivity, understanding and regard for the needs and feelings of other people and myself. I give my best to every task set before me.

Integrity - I am honest and I do the things that I say I will do. I behave in an ethical and honourable manner even when no one else is around. I am genuine, in that my actions consistently match my words. I mean what I say and say what I mean. I stand up for what I feel is right.

Dependability - I am reliable and responsible. People can count on me to do the right thing.

We believe that a Board-wide focus on Character Development will help demonstrate the values in which we believe resulting in tangible demonstrations such as;

- developing a common vocabulary around Character Development
- identifying the values embedded in the Ontario Curriculum
- developing character in the student leadership of our schools
- enhancing safe environments for all through various programs
- promoting greater academic achievement in our schools and workplaces

17. Saint John Paul II School Climate Initiatives to Support a Positive School Environment

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|----------------------|--|--------------------|
| Classroom meetings | Theme of the Month | PALS Program |
| Choir | Liturgies/Masses | Intramurals |
| Team Sports | Student Council | Yearbook |
| Spirit Days | Food Drives | Tuesday Trivia |
| Joke of the Day | Kindergarten Helpers | Office Helpers |
| Mission Day | Fundraising | Prayer Centres |
| Sacraments | Theme Days | Kelso's Choices |
| Playday(s) | Winter Olympics | Feast Day |
| Library Helpers | Library Reading Groups | Junior Basketball |
| Jump Rope for Heart | Field Trips | Games Day |
| Student of the Month | Staff Spirit Days | |
| Staff Events | Volunteer Social | Monthly Newsletter |
| IMAGINE lesson plans | Walk to School Day(s) | Guest Speakers |
| Christmas Concert | Other Sports(track, cross country, etc.) | |