

**CANADIAN MARTYRS CATHOLIC ELEMENTARY SCHOOL  
BULLYING PREVENTION, INTERVENTION & ACTION PLAN  
2017-2018**

**WHAT IS BULLYING? BULLYING IS:**

- an emotional, verbal, physical, social, cyber or sexual repetitive action
- an intent to harm
- an inequity of power between the victim and bully
- organized and systematic
- justifiable and rational to the bully and bystanders
- about power and thus, bystanders give the bully the audience they need and accordingly, the power to continue acting in an inappropriate manner

**How is Bullying different from Teasing and/or Aggression?**

<b>Teasing</b>	<b>Aggression</b>	<b>Bullying</b>
-Is equal and reciprocated  -Is fun and not hurtful  -Often occurs prior to aggression	-Is conflict  -Can be intentional or unintentional -Could be one time  -Can lead to BULLYING	-A form of typically repeated, persistent, and aggressive behaviour  -Directed at an individual or individuals that is intended to cause fear

**VIRTUES (CHARACTER) EDUCATION - *To continue creating a respectful, caring, and kind school environment, through role modelling, Religious Education Programs, and the following endeavours:***

- Monthly theological virtues based on gospel values, guided with practice as reflected in our student agendas
- CM monthly student virtue celebration assemblies, acknowledging TWO students from each class who exemplify the virtue of the month (i.e. Faith, Empathy, Conscience, Love...) issuing personalized certificates
- During our virtue monthly celebration assemblies, classes creatively present the following month virtue focus and expectations based on their ideas and understanding of that particular virtue

- Celebrate different initiatives as they appear from the secular calendar (i.e. Bully/Autism/Child Abuse/Pink Shirt Awareness Days...)
- Grade 7s participate in a Diversity Conference at school and later share ideas learned with school

**CONFLICT RESOLUTION SKILLS- *To continue to teach students the importance of solving conflict peacefully through the following:***

- Restorative Justice Circles and Practices (both informal and formal) for more deeply rooted issues to facilitate the healing process within the school community
- Weekly/daily “brags & drags”
- Reflected in Curriculum i.e. Religious Education and Family Life, Health & Physical Education Programs
- “Hands off” Policy (i.e. solving conflicts with physicality is not accepted)
- Tools for Life Program
- Enforcement of HWCDSB Policies on: *Safe Schools* (Progressive Discipline when necessary), *Bullying Behaviour*, and *Code of Student Conduct and Discipline*
- MacMaster University third year student nurses project focus on 5 ways of mental well-being activities during Tuesday school/class visits and culminating school project

**SCHOOLYARD - *Understanding that the schoolyard is where we need to be extra vigilant as staff, and also where we need to guide and re-direct positive play:***

- Active schoolyard: provide space to play on blacktop and field for basketball nets, sports equipment purchased for each classroom for recess purposes, and stenciled games on the playground for student engagement; including recently built Natural Playground for both play and learning
- Vigilant supervision on schoolyard with continuous circulation by staff
- “Hands off” policy enforced
- Enforcement of Safe School Policy when needed

**PARENT LINK-Communicating to parents what bullying is and ways to enter into a partnership to ensure bullying behaviour is stopped:**

- Review Board/School Polices during monthly Catholic School Council Meeting, and posted on school website
- Updates on initiatives (speakers, etc.) to parents at Catholic School Council meetings; for example:
  - ✓ Police Liaison Officer Presentation on Social Media and Cyber Bullying
  - ✓ Public Health Nurse on 5 Ways to Mental Well Being
- Library resources for Parents titled: “Parent Section” resources for Parents pertaining to bullying and conflict resolution

**OTHER - Other strategies we employ to ensure students feel a sense of pride with regard to their school, take ownership of it, and contribute to the school climate/community in a positive way:**

- Focus on having students be part of the solution, rather than part of the problem
- Increased physical activity by ensuring DPA is done on non-Physical Education days
- Participation and promotion of all CYO teams such as: Cross Country, Flag Football, Basketball, Volleyball
- Various community building activities, for example:**
  - ✓ Feeder School St. Mary CSS initiative transition events such as feeder school soccer tournament, Grade 8 students attend high school football game, Take our Grade 7 students to high school day
  - ✓ System Events: Pilgrimage, Robotics, Chess Club, Scripture Reading, Science Fair, Public Speaking, Student Director and Other System Awards
  - ✓ Hamilton Tiger Cats Nutrition Program Presentation
  - ✓ McMaster University Invitational Events and Presentations on Anti-Bullying
- Provide opportunities for student leadership in the school (Student Council, Tech Crew, Office Helpers, Eco-Club, HAT Members, Bus Patrollers, Lunch Monitors, Robotics and Stamp Clubs, French Café)
- Presentation by Police Liaison Officer:
  - ✓ Primary – Safety
  - ✓ Junior - Personal Electronic Devices
  - ✓ Intermediate – Cyber Bullying and Social Media
- School wide/class Christian Meditation

- Student Nurses Wellness Initiatives and Fair – 5 Ways to Mental Well Being

-Board/School/Secular Surveys:

- ✓ *CM Communication Climate Survey* (Fall of 2016)
- ✓ *Tell the form Me Survey* (Students, Parents, and Staff Participation, December 2015)
- ✓ *Middle Years Development Instrument Survey* (MDI) Grades 4 & 7 (November 2016 & 2017)
- ✓ *Catholic School Council Ward 1 Natural Playground Initiative & training for all students & staff*
- ✓ *HWCD SB Multi-Year Strategic Planning Parents/Staff input/survey*

**Canadian Martyrs Action and Follow-up:**

1. Identify: label the type of bullying, identify the behavior/aggression, do not spotlight the victim, focus on the behavior
2. Educate: provide learning opportunities, these must be swift, consistent and delivered in a non-aggressive manner (i.e. Class discussion, role play, etc.).
3. Engage in Long Term Strategies: Identify the school board and community members to assist in interventions, bring in the parent/guardians
4. Follow up conversation and/or meeting with the students (both the victim and aggressor), student can pick the adult they feel most comfortable with to have these discussions
  - a. In follow up meetings discussion questions can be as follows: How have things at school been for you since we last left? Have you experienced any bullying? Have you experienced any problems? Are there any other students you can stay with so you feel safe?
5. Continue with Progressive Discipline – including conversation with police liaison officer