



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Positive School Climate & Bullying Prevention and Intervention Plan

(To be reviewed and posted to school websites annually by **January 31st**)



SCHOOL: Ganaraska Trail PS

DATE: Jan. 2025

Positive School Climate

A positive school climate exists when:

- members of the school community feels safe, included and accepted
- members of the school community actively promote positive behaviours and interactions
- equity and inclusive education are embedded in the learning environment
- there is a culture of mutual respect

Positive School Climate Team Membership (Team list to be posted in school staff rooms)

Each school must have a Positive School Climate Team composed of the members listed below. An existing committee may assume this role.

The Positive School Climate Team is to be composed of:

- at least one student,
- at least one teacher,
- at least one parent/guardian,
- at least one CUPE education worker,
- at least one community member, and
- the principal or vice-principal.

Positive School Climate Team Responsibilities

The role of this committee should include but is not limited to the following:

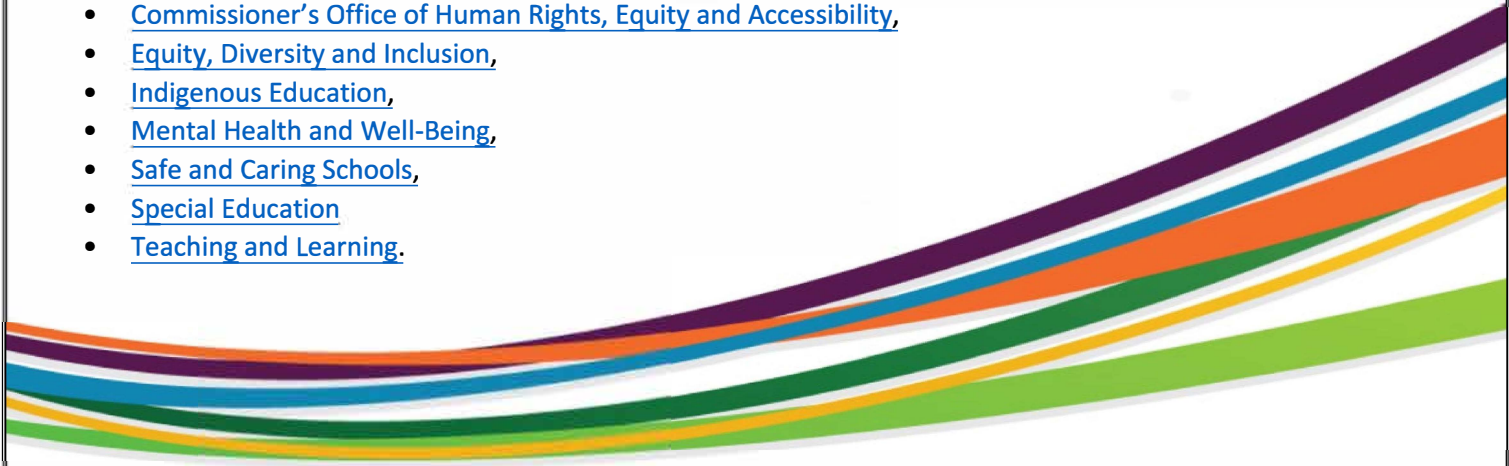
- Develop and annually review the Positive School Climate & Bullying Prevention Plan
- Analyze census and school data (School Climate Survey [conducted every two years], other forms of school-based data (e.g., focus groups)
- Develop strategies focused on resolving issues and improving school climate
- Communicate positive school climate and bullying prevention and intervention strategies and reporting procedures to the school community

Resources Used to Inform Decisions & Strategies

The team should use a variety of resources when determining strategies to build and maintain a positive school climate.

These include, but are not limited to, resources available from the following departments:

- [Commissioner's Office of Human Rights, Equity and Accessibility,](#)
- [Equity, Diversity and Inclusion,](#)
- [Indigenous Education,](#)
- [Mental Health and Well-Being,](#)
- [Safe and Caring Schools,](#)
- [Special Education](#)
- [Teaching and Learning.](#)



Bullying Prevention and Intervention Plan

We believe the most effective way to address bullying is through a comprehensive, school-wide approach that engages all parties—students, parents, guardians, staff, school councils, volunteers, and the community.

This school-based plan aligns with the Kawartha Pine Ridge District School Board's Bullying Prevention and Intervention Plan. Our plan promotes a school-wide approach to ensuring a safe, inclusive, and accepting school environment free from bullying, harassment, discrimination, and other inappropriate behaviours.

The Board's Bullying Prevention and Intervention Plan and our school's plan reflect the Ministry of Education guidelines.

Bullying: Aggressive and typically repeated behaviour by a pupil or individual 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 ancestry, size, strength, age, intelligence, peer group power (e.g., popularity), economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; the behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyberbullying: Includes bullying by electronic means including, but not limited to:

- a) Creating any type of media or post 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/or
- c) Communicating inappropriate material electronically to one or more than one individual or posting inappropriate material on a website that may be accessed by one or more individuals.

Teasing: A type of "playful" interaction that can range from positive (e.g., bantering, joshing, ribbing) to negative (e.g., mocking, pestering, tormenting)

- a) Positive teasing takes place within a healthy relationship. It is good-natured, fun and reciprocal.
- b) Negative teasing is characterized by words or actions that cause harm on one or both sides of the interaction. Negative teasing harms relationships as well as the school climate.

Conflict: A normal type of interaction that everyone should learn to navigate and resolve effectively. Conflict may be distinguished from other harmful interactions in that:

- a) There is no power imbalance between those in conflict, or at least, the power imbalance is not being weaponized by the person with more power
- b) All parties are typically invested in resolving the conflict (or at least ending it)
- c) Conflict most often occurs among people who share an existing relationship: classmates, siblings, friends, partners, colleagues, etc.
- d) Tensions underlying the conflict are not related to identity (e.g., ancestry, race, ethnicity, gender, sexual orientation, religion) and may be amplified by stressors for one or both parties in conflict
- e) Conflict typically centers on disagreement, personal errors, unclear or unmet expectations, or poor communication.

Aggression: A response to conflict, threat or an internal emotional state of anger/irritability in which the intent to harm may or may not be present. Aggression:

- a) Can take direct or indirect forms, including physical, verbal, social and electronic
- b) Can become bullying when a power imbalance in a relationship develops over time because repeated acts of aggression may intimidate the person on the receiving end.

School Monitoring and Review Process

This Positive School Climate & Bullying Prevention Intervention Plan was developed on: Jan. 2025

Our most recent School Climate Survey was or will be conducted on: March 2025

Positive School Climate & Bullying Prevention Goal(s)

Our Positive School Climate and Bullying Prevention & Intervention goal(s) are determined after analyzing the results of our School Climate Survey and other school-based data.

- KPR census data
- EQAO data
- Observational data, office referrals, serious incidents reports, mental health and attendance referrals
- School Climate survey
- Input from the school community (parent/guardian communication, School Council)
- In analyzing this data, our goal is to continue building community, meaningful relationships, and a sense of belonging in our school community

Education Programs and Activities

Our school currently implements or will implement the following Positive School Climate and Bullying Prevention education programs and activities that focus on developing healthy relationships and providing leadership opportunities for our students:

- Restorative practice/circles following an incident and as a means of working together to find a shared solution
- Intentional instruction of Social Emotional Learning skills (e.g., Zones of regulation, Mind Up)
- Student lead initiatives (e.g., assemblies, Carnaval d'hiver)
- School-wide events to promote a sense of community and belonging (e.g., fun fair, open house)
- Participation in and acknowledgment of days of acceptance (e.g., National Day for Truth and Reconciliation, Pink Shirt Day)
- School-wide shout-outs for positive contributions and acts of kindness

Intervention and Support Strategies

Our school currently implements or will implement the following intervention strategies and supports for students who cause harm, are impacted by harm, or witness harm:

- Building Healthy Relationships: Bullying Prevention & Interventions protocol (progressive discipline)
- Open and responsive communication with parents/guardians and students
- Strong and positive connections with community support agencies
- Collaboration in the creation of Notifications of Risk and/or Positive Behaviour Plans, when needed
- Focus on building skills and closing gaps for students
- Caring Adult purposeful and intentional program (will implement)
- Peer helpers and student leadership activities (will implement)



Training Strategies

Positive School Climate and Bullying Prevention training will be provided in the following ways:

- Community outreach (e.g., Lions Club, Northumberland Fare Share Food Bank)
- Working collaboratively with Multi-Language Learner Itinerant Consultant to support newcomer families to the school community
- Positive School Climate Team
- PD opportunities for staff, including staff meetings (e.g., Indigenous Education Department, Trauma-informed practices)

Communication and Outreach Strategies

We will communicate our Positive School Climate and Bullying Prevention and strategies and initiatives by:

- Prioritizing open, clear, reflective and responsive communication as part of the School Improvement Plan
- Share success stories, student-led initiatives, and ongoing programs to highlight positive efforts via the school newsletter and social media accounts
- Use morning announcements to highlight positive behaviors, recognize kindness, and reinforce school values

Reporting Incidents of Bullying

Students, parents, school staff and volunteers should use the following methods to report incidents of bullying as appropriate:

- Tell an adult in the building (phone, in person, email, etc.)
- Make an appointment to meet with school staff
- [KPR Report It!](#) Online Portal
- Serious Student Incident Report Form (for staff)

Responding to Incidents of Bullying

Our school staff uses a trauma-informed, progressive discipline approach when responding to a bullying incident. Progressive discipline supports a safe, inclusive, and accepting learning and teaching environment where every student can reach their full potential. Strategies may range from early intervention to more intensive intervention in cases of persistent bullying, with possible referral to board support personnel, community, or social service agencies.

Strategies to respond to incidents of bullying may include, but are not limited to:

- Collaborative problem-solving
- Providing students with the opportunity to learn life skills such as conflict resolution and anger management
- Consideration of mitigating factors
- Ensuring that contact is made with the parent(s)/guardian(s) of students under the age of 18 early in the process and involving them in a plan to improve the behaviour
- Education worker support (e.g., Child and Youth Worker, Educational Assistant)
- Referral to outside agencies (e.g., Kinark, Community Counselling Resource Centre)
- Restorative justice practices (e.g., written or verbal apology)
- Character development strategies and programs

5-Step Response Process

Reporting

Report to school staff/administration and/or report electronically via [KPR ReportIT](#) online portal if needed

Communication

- Restore relationships
- Notify parents/guardians of student(s) harmed and student(s) who engaged in bullying

Monitoring

- Incident is documented
- Interactions are monitored by staff
- Students(s) who has/have experienced harm expected to seek out further staff assistance as needed

Investigation

The principal or designate is required to investigate allegations of bullying as outlined in the [Accepting Schools Act](#).

Intervention

If an incident of bullying is confirmed, the principal or designate will administer progressive discipline by referring to [ES-1.1.1](#)

Consequences are at the discretion of the Principal or Vice-Principal. In the case of severe misbehaviour, our format of progressive discipline consequences may be superseded. As incidents arise, it is recognized that each situation is unique. Mitigating circumstances (e.g., trauma, lived experiences) will be considered for student age, frequency of incidents, nature and severity of incidents, student exceptionalities, extenuating circumstances, and impact on the school climate.

