

**Bullying Awareness and Prevention Week** is the third week of November. Ontario has designated the week beginning on the third Sunday of November as **Bullying Awareness and Prevention Week** to help promote safe schools and a positive learning environment.

**During Bullying Awareness and Prevention Week, Ontario students, school staff and parents are encouraged to learn more about bullying and its effect on student learning and well-being**

# **Withrow P.S. Bullying Prevention and intervention plan**



As part of the school improvement plan, Withrow has created a [Bullying Prevention and intervention plan.](#) Please click the link above to see the details of how we are working each and everyday to create a safe and healthy school environment.

# **When poor choices are made:**

Teacher addresses issue

Parent informed

Office referral if necessary

Restorative circles

Progressive discipline and consulting chart of consequence

Common vocab developed at school e.g. zones of regulation

External resources activated

In school team supports accessed

Mindful conversation about setting student up for success (in any realm) through these processes

Celebration of success and growth

At Withrow, working with our Caring and Safe schools Team, we asked the students Why conflicts were being started in the yard?



The students stated:

- not sharing
- not social distancing
- excluding from a game
- going into other zones
- cheating in games
- too many kids playing a game
- People being mean
- People not listening to others
- choosing teams and exclusion
- not enough equipment

With the leadership of Ms. Georgiou, the committee developed a focus on healthy relationships and friendship awareness. Then they were asked gather ideas for Friendship week activities.

**Friendship week activities from students:**

- class to play octopus
- class to play Cross Canada
- teacher to read aloud a book about working together
- everyone to write an “I like message” to the person in front of you and behind you
- class to create posters --everyone draws a poster that shows how to be kind to each other
- make a class code of caring
- is the behaviour under the line or over the line?
- class to make a tree of kindness--teacher draws tree and student get green leaves and write their name and kind words and phrases on the leaf
- read the book: “Where Oliver Fits” by Cale Atkinson and each student to get a puzzle piece to decorate and write their name and the teacher puts the puzzle together to make a puzzle from the class.
- icebreakers in the class (what’s your favourite food etc)
- make origami (people can help others learn to make origami)
- older students to write out instructions and/or make a video of how to play the games and give them to the younger classes to learn how to play them
- include a list of quiet activities (i.e. sidewalk chalk, read for recess,

# What is Bullying?

[Operational procedure Pr 703](#)

## Bullying

*Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.*

### Types of bullying are:

- 1. Physical bullying-physical aggression*
- 2. Social bullying--gossip/rumours or social exclusion*
- 3. Verbal bullying-verbally aggressive language*
- 4. Cyber-bullying-using technology to hurt someone (i.e. sending text messages or emails etc...)*

# What is Conflict?

Conflict:

Is a struggle (strong disagreement or bad feelings) between kids which may be physical, or between conflicting ideas. Conflict arises because there are needs, or ideas that are different and there is no means to reconcile the dispute, (breakdown in social skills, or no conflict resolution skills). In conflict, there is no imbalance of power, and it is not repeated over time.

The term bullying is often overused. For example, if people don't like what you say, don't like your opinion, or they just can't get what they want from you, they will call you a "Bully."

Here are some examples of misuse of the term "bullying" in school:

"Johnny called me a bad name, he's bullying me" (name-calling)

"Trisha hit me, she is bullying me" (hitting/fighting)

"Bobby laughed at me when I had an accident" (unkind behaviour)

"My child is being bullied because Lucy did not let her have the ball at recess". (Rude behaviour)

If any of these situations were repeated over and over, and there was an imbalance of power, then they might be considered bullying. However, a one-time mean name or action is not bullying.

# So what does a child's classroom teacher do in response?

Classroom teachers talk with the students about using kind words, keeping hands to themselves, and the negative impact of general 'bossiness'. These conversations happen regularly in large groups (part of classroom agreements/contracts/ lessons etc), and also in response to individual incidents. In response to an incident, teachers usually ask the students what happened and why. They listen to both sides and try to understand and help the students understand the root of the conflict. Apologies are often necessary and teachers help with this process. Our goal is to guide students to talk a situation through together, to think and talk about how conflict could have been avoided, and how to move forward together. It is important that all parties in the incident in question are participating so the 'moving forward together' becomes an action based on a decision made by all involved.

# What does it look like in the beginning - Kindergarten

## What is happening developmentally:

- Students are focussed on themselves (this is developmentally age appropriate)
- At some point during the kindergarten years, students will **begin** to experience a growing awareness of other people
- They begin to develop and demonstrate empathy - how it is expressed may be different for each child
- Every student in the room is working on something, here are some examples of what that might be:
  - Taking off and putting on shoes
  - Learning letter sounds
  - Keeping track of two mittens, not just one
  - Reading body sensations in time to make it to the bathroom without having an accident
-

# What about all of the impulses.....

Everyone in Kindergarten is learning how to control impulses in some way.....these impulses might include:

- Crying when you say goodbye to your Mom or Dad in the morning at drop off
- Talking to your pal when your teacher is talking
- Popping those super shiny gems you see on the shelf into your pocket
- Pushing a person out of the way after they nudged their way in front of you in line
- Yelling at the person who stepped on your coat while you are getting ready in the crowded cubby area
- Crying when you are asked to do something you think is difficult or don't want to do
- Refusing to be a classmates partner because you don't know them well
- Getting super angry because you are hot, tired, hungry and annoyed - and someone keeps talking really loudly beside you .... In the crowded cubby area

**Students are not supposed to arrive at school as perfect little humans with impulses under control.**

At school students :

- learn and practice strategies to help them co-exist with other children
- share a space and materials
- share attention from a limited number of adults
- Spend time together with varying levels of structure

These definitive aspects of school set the foundation for natural growth of self regulation, independence, resilience, confidence, tolerance, openness, understanding and love.

# **We are not all the same...**

For some, the transition to school is more different than for others. Everyone begins somewhere on the continuum of self regulation, and we are observing and guiding each student to move along this continuum successfully.

As self regulation increases, anti-social behaviour usually decreases. This movement is always where we are looking. Professionals in the building are aware of the students they work with and their specific needs and strengths and their continuum. Students are also learning to understand how to be part of a community that supports all students. Kindness is at the route of all things related to self reg, impulse control and conflict resolution. Our messages to students, and adults, is that with kindness we will all be stronger.

**An unkind impulse is not a bully, it is the recognition of an area of conversation, firm and clear expectations, growth and kindness to be taught.**

# And the differences don't disappear....

For some students verbal communication comes easily, for others this may not be the case and communicating with their bodies is what comes most naturally.

Our responsibility is to set all of these students up for success. We work hard, in our inclusive community to:

- Not label any students
- Build resilience and understanding among all students
- Help students see situations in a context so they approach with kindness and empathy where it is appropriate
- Determine the cause of anti-social behavior

# Example: The hat grab!

**Age:** K-Primary - but could be any elem. student

**Incident:** “X keeps stealing my hat”

**Teacher:** to X and Y - “Come on over and tell me what is happening, it looks like Y is really upset. “

**Teacher gathers information:** X has been taking Ys hat all recess and throwing it up on the play structure. Y has been chasing X to try to retrieve hat, and getting increasingly upset, X is ignoring Ys continual requests to stop.

Teacher: “X you have been told by Y to stop many times. When someone asks you to stop it is important to do so. An apology is expected. Both of you stay here with me and take a few minutes to talk together about how you two can enjoy recess together without this happening again. How much time do you think you need - 1 minute, or 5 minutes? I will be here beside you, but I am pretty sure you two can make a plan to move forward. I will check back in with you in 1 or 5 minutes”

Teacher checks in after a few minutes - what are some ideas, I noticed you two were talking, it looks like you are both ready to safely and kindly continue. What have you decided. Did you receive the apology you expected?

Taking the time to pause all students involved, and having them practice creating the ‘move forward plan’ together helps all students find some calm, some support and also possibly some common ground, Removing the students from play while things are being resolved also helps press a natural reset button for all parties involved.

Teacher over next couple of days/weeks: Observes students involved for repeat of incident. Casual check ins with involved parties “how is going between you and X, it seems like you two have worked things out. Am I reading this correctly. Please remember you can always speak to me, or any teacher, if this behavior is repeating itself. I noticed you two were a great team when you were working on your \_\_\_\_\_ project.

# Dance/Drama

**Grade 1:** In what ways are we kind to others? How might we demonstrate kindness? - role plays, children's stories (building a classroom community-listening and responding)

**Grade 2:** How can movement, voice, facial expressions be used to communicate feelings, thoughts and actions of a character? (another person?)

**Grade 3:** In what ways might we discover how a person or character is feeling or thinking by asking or answering questions in role?

**Grade 4:** How can we use role play to help understand how and why characters feel the way they do? How can I be heard? What should I do? (writing and performing short scenes showing problems and possible solutions)

**Grade 5:** In what way is exclusion related to discrimination? Exploring themes of inclusion and exclusion. (writing and performing scenes)

**Grade 6:** How can we use power constructively to build inclusive communities? (writing and performing scenes)

# Library Resources

## Programs

Teachers have access to the Second Steps program. You can access parts of it here: <https://www.secondstep.org/> To create a parent account, you will need an activation key, available from your child's teacher. It is different for each grade level.

We also have a series of resources in English and French from COPA(Centre ontarien pour la prévention des agressions) <https://infocopa.com/a-propos/?locale=en>

## Books

The Seven Teachings Stories / Les Sept enseignements en histoires by Katherena Vermette (Indigenous stories around the Seven Teachings: Love,

I Walk With Vanessa. A Story About a Simple Act of Kindness. By Kerascoet

Be Kind. Pat Zietlow Miller

You're Mean, Lily Jean. Frieda Wishinsky

My Magic Breath, Finding Calm Through Mindful Breathing Nick Ortner and Alison Taylor

Enemy Pie - written by Derek Munson and illustrated by Tara Calahan King

Willow Finds a Way - Lana Button

Personal Space Camp - Julia Cook

Racism: World Issues - Harriet Brundle

Livres en français:

Racism: Deal with it before it gets under your skin - Anne Marie Aikins

Comment être gentil.... Rana DiOrio

La gentillesse, c'est .... Pat Zietlow Miller

Veux-tu être mon ami? Molly Porter

# Room 336

Room 336 are creating school wide PSAs to try to tackle some of the issues we notice happening at school. Part of the assignment includes creating Google Forms in order to get some statistics about their chosen issue. Several students chose Bullying as an issue they would like to engage with and while others chose issues such as Racism, Littering and cruelty towards animals.

Samantha and Evanna-Racism PSA questions

jerrod.bines@tdab.on.ca (not shared) Switch account

\* Required

What type of racism do you see? \*

- Speaking racist
- Racist bullying
- Racist accusations

Have you ever witnessed racism? \*

- Done it
- Seen
- Neither

Submit

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have you ever gotten bullied

- yes
- No

if you did how did you get bullied

- in real life
- online

Submit

This form was created inside of Forms. Don't show

Clear form

P.S.A Brady and Luke - Bullying

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\* Required

How often are you bullied? \*

- 1
- 2
- 3

How are you bullied? \*

- verbally
- Physically
- Emotionally

Have you ever been a Bystander? \*

- Yes
- No

Submit

Adrian and Madans bullying survey

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Have you ever bullied someone.

- yes
- No
- I dont remember

Have you ever been bullied.

- Yes
- No
- I dont remember

Submit

Clear form

## Room 342 - The Great Friendship Jigsaw

Students in 342 identified that they didn't really know their classmates as well as they would have liked. They also noticed that they are most likely to be patient and kind to those they know better.

The class learned how to participate in a Jigsaw-style activity. They shared, listened, asked questions and made connections with others in the class. They then shared what they learned about their classmates to a different group of classmates. Following this activity, they identified students they would like to know more about and brainstormed ideas for how to get to know them better.

The result is students who are more willing to step outside of their inner friend circle and develop new friendships within the class.

# What can parents do at home.....

- Be aware if your child is repeating incidents involving the same student (either they are witnessing it or it is being done to them)
- If you have a concern reach out to your child's teacher to pass on information and express concern
- Trust our process at Withrow and as mandated by the TDSB
- Plan a date to follow-up with your child's teacher, and try to respect the process, professional judgement and privacy issues connected to your conversation.
- Understand school is a place of learning and growth, social skills and self regulation represent a great deal of the learning that is happening.
- Understand, and help your children understand, that noticing the before and after of certain incidents can give context and save us from judgment