UPPER GRAND DISTRICT SCHOOL BOARD
Bullying Prevention Plan &
Safe, Equitable and Inclusive School Strategy
(To be reviewed and posted to school website in September of each year)

Bullying Prevention Plan & Safe, Equitable and Inclusive School Strategy

SCHOOL: Ken Danby Public School DATE: September 18th, 2026

Everyone at our school is committed to making our school a safe, inclusive and equitable environment for all. We treat each other with respect and we will refuse to tolerate inequities in any form at our school. We know that a "whole-school" approach where all stakeholders are involved in supporting our students helps create and maintain a positive school climate.

Definition of Bullying

"Bullying" means aggressive and typically repeated behaviour by a student where,

1. The behavior is intended by the student to have the effect of, or the student ought to know that the behavior would be likely to have the effect of,
- 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
- creating a negative environment at a school for another individual, and
1. The behavior occurs in a context where there is a real or perceived power imbalance between the student 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 special education needs.

Bullying takes different forms of contexts with age. It can be physical, verbal, social/emotional or through electronic means (cyber-bullying). Bystanders contribute to bullying by doing nothing to prevent it or become actively involved in supporting it.

“Cyberbullying” includes electronic communication that:

- Is used to upset, threaten or embarrass another person.
- Uses email, cell phones, text messages and social media sites to threaten, harass, embarrass, socially exclude or damage reputations and friendships.
- includes put downs, insults and can also involve spreading rumours, sharing private information, photos or videos or threatening to harm someone.

Examples of Bullying

- PHYSICAL AGGRESSION: e.g., hitting, pushing, stealing, damaging property
- VERBAL AGGRESSION: e.g., insults, threats, taunting someone in a hurtful way, name calling, making sexist, racist or homophobic comments
- SOCIAL OR RELATIONAL AGGRESSION: e.g., spreading rumours about someone, excluding someone, gossiping
- ELECTRONIC (Cyberbullying): e.g., spreading rumors and/or hurtful comments through the use of email, cell phones (texts) or on social media.

Safe Schools Committee

(*Note: mandatory for all schools – an existing committee may assume this role)*

School Administrator: Andrew Cloutier

Equity Rep: Vincent Allen

Teacher: Angela Klein

Support Staff: Lauren Dinning

Parent: Angela Law

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

- Develop and annually review the School Bullying Prevention Plan
- Implement and analyze data from the School Climate Survey (WHY – Wellness Health of Youth Survey) - every two years

- Identify and implement bullying prevention and intervention programs that address the needs of the school
- Identify relationship building and community building programs relevant to the needs of the school
- Assist with training and awareness raising strategies for staff, students and parents/ guardians
- Communicate bullying prevention and intervention strategies and reporting procedures to the school community

School Monitoring and Review Process

This Bullying Prevention and Inclusive School Plan was developed or reviewed by our Safe School Committee the week of September 21st, 2026.

Our most recent school climate (WHY) survey was or will be conducted in 2026.

92.2 % of students responded.

Data from our most recent climate (WHY) survey indicated that:

95.7 % of students feel safe at school.

38.8 % of students identified that they have been bullied at school or on the bus in the past year.

68.3 % of students indicated that they told an adult about bullying that had occurred.

Training Strategies for Staff and Members of the School Community

Members of our school community will receive Bullying Prevention and Equity & Inclusive training through:

- Board professional development workshops
- Online training for new employees
- Staff meetings
- Provision of professional development materials and resources

Parents/Community Communication and Outreach Strategies

We will communicate our Bullying Prevention and Equity & Inclusive strategies and initiatives by:

Including our Bullying Prevention and Equity & Inclusive Plan in our school/student handbook

- Including our Bullying Prevention and Equity & Inclusive Plan on the school website
- Including information inserts in our school emails and other in-house publications
- Sharing information during school assemblies and announcements
- Sharing information through bulletin board postings and announcements
- Sharing information at School Council and other parent meetings
- Sharing information at staff meetings
- Integrating Bullying Prevention and Equity & Inclusion into classroom instruction
- Posting our Bullying Prevention Plan and Safe, Equitable and Inclusive Schools strategy on our school website
- Informing parents and school volunteers of our procedures for reporting incidents of bullying and inequity
- Assisting parents to build awareness and knowledge so they may support our school Bullying Prevention and Equity & Inclusive strategies

Bullying Prevention and Equity & Inclusive Strategies, Education Programs/Activities

Note: Our Bullying Prevention and Equity & Inclusive goal(s) are determined after analysis of the results of our school climate (WHY) survey.

School Bullying Prevention and Equity & Inclusive Goals(s):

School Climate - continue to develop a positive and collaborative learning environment through inclusive spirit/theme days, video announcements, food/clothing drives, school-wide assemblies

Safe Schools - intentionally embed ideas and resources in our teaching that support empathy, respect and the capacity for intercultural understanding and appreciation. Use school wide frameworks to address conflicts and identity-based harm to help students develop and restorative skills and conduct.

Voice - Opportunities to voice opinions and concerns are accessible to all stakeholders and will respond to appropriately. Staff will be responsive to their students' needs, ideas and concerns by means of their programming, use of resources and extracurricular activities.

Equity - Continue to actively identify and dismantle racism in our school system through ongoing professional and personal learning. We will use the Equity and Inclusive Education policy as a point of reference when making decisions. Continue to foster an active in-school equity committee to promote ongoing learning.

Bullying Prevention and Equity & Inclusive, Education Programs and Activities:

Our school currently implements or will implement the following bullying prevention and equity & inclusive education programs and activities that focus on developing healthy relationships and provide leadership opportunities for our students:

* Collaborative Problem Solving (CPS) - we will continue to engage and support students in communication, reflection and restorative practices when experiencing conflict.

* Use of resources in the classroom and through video announcements that broaden world views at an age-appropriate level and promote mutual respect, appreciation and capacity for intercultural understanding.

* Students in 7 & 8 lead (& plan) responsive activities for various age groups within the school throughout the year *Celebrating success and identity of the students, staff and the community, video announcements, the school website, through bulletin board displays, and volunteering to support activities.

* Honouring the special days of significance and celebrations noted in the UGDSB Equity Calendar in our video announcements and through curated collections, displays in our Library Learning Common.

* Promote school-wide participation with special as well as incorporate the use of board-curated resources to support meaningful staff and student learning and inquiry.

* All staff will reference and use the same framework for responding to identity-based harm.

*Students in grades 6-8 will participate in Identity Based Harmful Language education facilitated by the Child Youth Counsellor

* Staff will foster kind and supportive relationships with the students they interact with in various capacities to establish an environment where students feel seen, valued and heard

* We will have designated safe spaces within the school to support students who are dis-regulated. The CYC will continue to share strategies through class visits, as well as small group mentoring and one-on-one mentoring that help students regulate and monitor their behaviour/feelings.

* Video announcements will continue to serve as a platform for students to share their successes and identities while fostering pride, leadership, and feeling represented within the school.

Bullying Prevention and Equity & Inclusive Responsibilities

Staff:

- Closely supervise students in all areas of the school and school grounds
- Implement bullying prevention and awareness lessons within the classroom
- Watch for signs of bullying and stopping it when it happens
- Respond quickly and sensitively to bullying reports (Affirm, Ask, Assess, Act)
- Take seriously parents' concerns about bullying incidents
- Assign consequences for bullying
- Teach students our procedures for reporting incidents of bullying
- Provide a safe environment for students who report bullying (protection from retaliation)
- Treat others respectfully
- Model positive ways of getting along with others

Students:

- Treat each other respectfully
- Refuse to bully others
- Refuse to let others be bullied
- Refuse to watch, laugh or join in when someone is being bullied
- Include everyone in play, especially those who are often left out
- Report bullying to an adult

Parents:

- Model positive ways of getting along with others
- Help their child find ways to express anger that do not involve hurting others physically or emotionally
- Teach problem solving skills
- Inform school staff if their child tells them about a bullying incident
- Support the schools bullying-prevention efforts
- Help their child understand the value of accepting and celebrating individual differences
- Be alert to signs their child is being bullied or may be bullying others

Intervention Strategies

Our staff will use the following process when bullying is reported:

Acknowledge the Incident / Affirm

- “You were right to report/get help from an adult.”
- “I’m glad you asked for help with this.”
- “Thank you for telling me. Let’s talk about what happened so we can make sure everyone is safe and supported.”

Gather Information / Ask Questions

- “Tell me more about what happened.”
- “Has this happened before?”
- “Did anyone try to help you?”
- “Are you concerned about someone’s safety?”

Assess Safety / Make a Plan

- Determine what the student needs to feel safe now
- What can the student do if the bullying continues
- What steps need to be taken to limit the possibility of retaliation for the person reporting the bullying
- Who the student will tell if there is another incident

Act / Follow-up

- Determine “next step” or refer the student to an administrator
- Tell them what will happen next

- Check with the student to determine the success of the intervention

Reporting Incidents of Bullying

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

Student to Student:

- Safe Schools Incident Reporting (on-line)
- On-line Bullying Reporting Tool
- Tell an adult in the building (phone, in person, email etc.)
- Parent / Teacher interviews
- Make an appointment to meet with school staff

When responding to a bullying incident, our school staff uses a progressive discipline approach. Use of Progressive Discipline supports a safe, inclusive and equitable learning and teaching environment in which every student can reach his or her 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. These may include but are not limited to:

- Well-Being strategies and programs;
- providing students with the opportunity to learn life skills such as conflict resolution, anger management and communication skills;
- collaborative problem solving;
- utilizing models based on the concepts of peer mediation;
- documenting incidents requiring disciplinary measures;
- use of progressive discipline and 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 disciplinary process and involving them in a plan to improve the behaviour;
- CYC support
- referral to outside agencies (e.g., CMHA, DCAFS)
- restorative justice practices (e.g., written or verbal apology, community service)