KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD
Positive School Climate & Bullying Prevention & Intervention Plan
*(To be reviewed and posted to school websites annually by **January 31st**)*

SCHOOL: Newcastle P.S.   DATE: January 27, 2026

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, caregivers, 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: __January 27, 2026__

Our most recent School Climate Survey was conducted between: __November 26 & December 10, 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.

As of January 27, 2026 the results of the KPR School Climate Survey have not been released. When the results are released, we will analyse and compare the data with the following goals in mind:

1. We Listen to Students and Families
We want every child and family to feel heard. Your stories, ideas, and experiences help us understand what students need to learn and thrive.

2. We Look Beyond Test Scores to Understand the Whole Child
While grades and tests matter, they don't tell us everything. We pay attention to how students feel in class, how they interact, and what helps them succeed day-to-day.

3. We Celebrate Student Strengths
Our goal is to focus on what students *do well*—their talents, cultures, creativity, and potential. We want every child to feel valued and confident.

4. We Build Strong Partnerships with Families
We want to work *with* you. We are creating more opportunities for families to share ideas, ask questions, and collaborate with the school to support student success.

5. We Make Real-Time Changes to Improve Learning
Instead of waiting until the end of the year to make improvements, we use everyday feedback from students to adjust teaching and support right away.

6. We Are Committed to an Inclusive, Fair, and Respectful School for All
We are working to make sure every child feels safe, respected, and included—no matter who they are.

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:

Our school is committed to fostering a positive school climate and preventing bullying through a variety of education programs and activities that emphasize healthy relationships and student leadership. We currently implement initiatives such as **Mindup and Caught You Being Kind,** which promote emotional literacy and empathy, and **Zones of Regulation, Mindfulness Club, Wow Yoga, Sunshine Therapy Dogs, How Does Your Engine Run? and SNAP**, which support self-regulation and social-emotional learning. In addition, we use **Restorative Practices** to encourage accountability and repair harm within our community. Students have opportunities to lead through our **Student Leadership Council, Breakfast Program, Fun Nights, Spirit Days** and **Lunch Monitor program**, which build confidence and inclusion. To address digital safety, we provide **Digital Citizenship education**, and we actively participate in school-wide events such as **Pink Shirt Day, World Kindness Day, Giving Tree, Clothing Swap,** and **Bullying Awareness Week** to reinforce messages of kindness and respect. These programs, along with mindfulness and well-being activities, help create a safe, caring, and inclusive environment where all students can thrive.

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:

Our school is committed to fostering a safe, inclusive, and respectful learning environment. When harm occurs—whether physical, emotional, or social—we recognize the responsibility to respond in a manner that promotes healing, accountability, and growth for all involved.

To achieve this, we implement intervention and support strategies for three groups:

- **Students who cause harm**
- **Students impacted by harm**
- **Students who witness harm**

Guiding Principles

- **Restorative Practices:** We prioritize repairing relationships and restoring trust through dialogue and mutual understanding.
- **Trauma-Informed Approach:** We acknowledge the emotional impact of harm and provide supports that promote resilience and well-being.
- **Equity and Inclusion:** Responses are fair, culturally responsive, and tailored to individual needs.

Intervention and Support Strategies

1. **For Students Who Cause Harm:**

○ Restorative conversations or circles to understand impact and take responsibility.
○ Individualized Behavior Intervention Plans (BIP) with clear goals and supports.
○ Access to counseling, mentorship, and skill-building programs (e.g., conflict resolution, emotional regulation).

2. **For Students Impacted by Harm:**

○ Immediate emotional support and access to a safe space.
○ Trauma-informed counseling and academic accommodations as needed.
○ Opportunities for restorative dialogue when appropriate and voluntary.

3. **For Students Who Witness Harm:**

○ Debriefing sessions to process experiences and reduce anxiety.
○ Education on safe reporting and bystander intervention strategies.
○ Participation in social-emotional learning activities to build empathy and community responsibility.

Commitment to Continuous Improvement

We will regularly review and refine these strategies based on student needs, staff feedback, and best practices in education and mental health.

Training Strategies

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

Positive School Climate and Bullying Prevention training will be provided through a comprehensive approach that includes interactive workshops, staff meetings, and ongoing professional development sessions for educators. Students will participate in age-appropriate lessons and activities designed to build empathy, respect, and conflict-resolution skills, integrated into classroom instruction and school-wide initiatives. Parents and guardians will be engaged through information sessions, newsletters, and online resources to ensure they understand prevention strategies and can reinforce positive behaviors at home. Training will be delivered both in-person and through online platforms to ensure accessibility and flexibility for all stakeholders, supported by toolkits and resources that promote a consistent, school-wide approach to creating a safe and inclusive learning environment.

Communication and Outreach Strategies

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

- Regular Edsby communication and emails to families highlighting key programs, events, and resources.
- School website and social media updates to share ongoing initiatives and success stories.
- Staff meetings and professional development sessions to ensure consistent messaging and implementation.
- Student assemblies and classroom discussions to promote awareness and engagement.
- Student Led Announcements (Mental Health & Wellness, EDI Days of Significance)
- Student selected clubs
- Daily Birthday Announcements
- Parent information nights and community forums to build partnerships and transparency.
- Visible signage and posters throughout the school reinforcing expectations and positive behaviors.
- Celebrating achievements publicly (e.g., awards, recognition programs) to reinforce a positive climate.

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

Reporting

Report to school staff/administration and/or report electronically via KPR ReportIT online portal if needed

Investigation

The principal or designate is required to investigate allegations of bullying as outlined in the Accepting Schools Act.

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

Communication

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

5-Step Response Process

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.