

SCHOOL: Prince of Wales Public School

DATE: January 29th, 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, 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: January 29th, 2026

Our most recent School Climate Survey was or will be conducted on: February 2026

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.

Goal 1: Strengthen Students' Sense of Belonging and Engagement: ensure every child feels represented through resources (books, art, music) used in the school.

Goal 2: Enhance Supportive Relationships Across the School Community: 1) building a welcoming culture at the school entrance, at the classroom entrance and office; 2) amplify kindness through the "Caught you being Kind" Initiative.

Goal 3: Build a Culture of Safety and Reporting Around Bullying: Train staff on recognizing, responding to, and reporting bullying using consistent language and expectations.

Education Programs and Activities

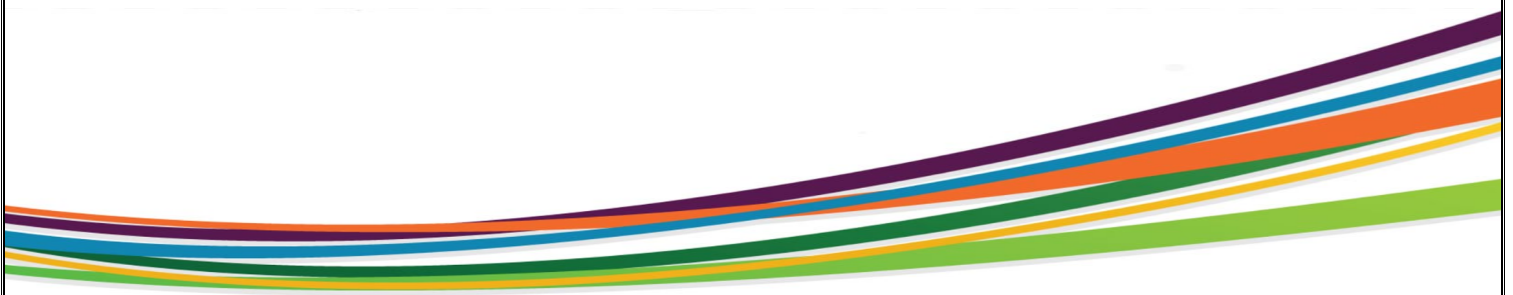
Our school currently implements or will implement the following Positive School Climate and Bullying Prevention education programs and activities that focus on developing healthy relationships and providing leadership opportunities for our students:

Our school is committed to creating a positive school climate and preventing bullying through programs that promote belonging and foster positive relationships. This year, we are training staff to use consistent language around bullying; to ensure every child feels welcome; and we are amplifying positive actions while disrupting negative ones. Our goal is to increase students' sense of belonging and inclusion and foster positive versus negative interactions.

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:

- Staff and Administration facilitate restorative discussions that help students reflect on their actions, understand the impact of their behavior, and work toward repairing relationships in a respectful and supportive way. This is grounded in the Prince of Wales co-created Norms and Expectations document.
- Kelso's Choices: This student friendly tool helps guide children through resolving conflicts independently and respectfully; but also helps them to understand when to seek adult assistance.



Training Strategies

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

- Professional Development at staff meetings and PD Days
- Administration modelling for other staff in the building
- Continued focus on understanding how lived-experience and trauma affects behaviour and learning,

Communication and Outreach Strategies

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

- regular reporting to School Council
- posting to School Talk on Edsby
- messaging home to families, sharing our initiatives
- sharing information in staff memos and meetings

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)

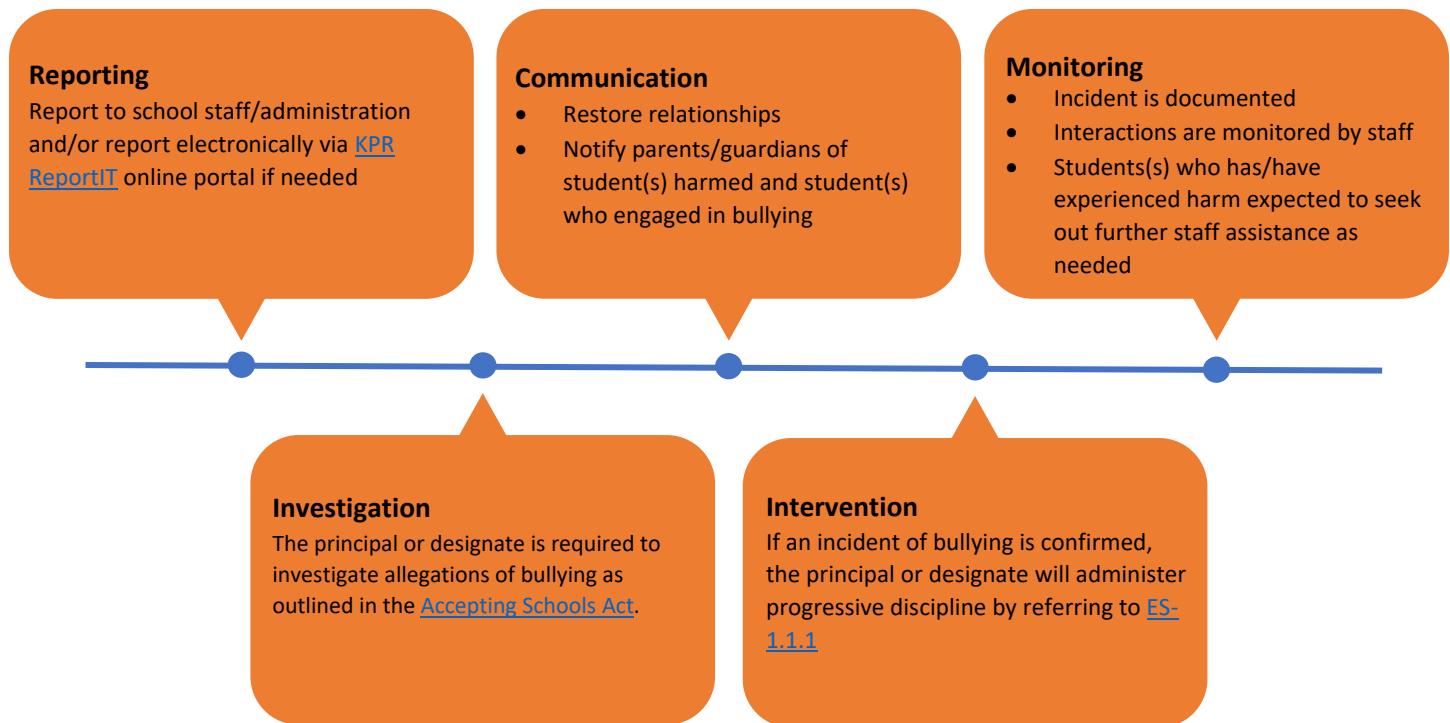
Responding to Incidents of Bullying

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



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.

