

SCHOOL: _____ DATE: _____

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 16, 2026**

Our most recent School Climate Survey was or will be conducted on: **December 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.

1. *Foster a school climate that actively addresses racism and homophobia through education, dialogue, and restorative practices, ensuring all students feel respected, valued, and included.*
2. *Improve student safety and comfort in shared spaces, including bathrooms, by reducing inappropriate behaviours such as loitering, vandalism, and misuse of phones through increased supervision, clear expectations, and student education.*
3. *Promote a respectful and inclusive school culture by strengthening student voice, peer leadership, and staff-student collaboration through school wide initiatives.*

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:

- *School-wide teaching of strategies focused on developing healthy relationships and self-regulation (e.g. Together for Healthy Schools Committee – use of QR codes for student support/voice)*
- *Include the Positive School Climate & Bullying Prevention and Intervention Plan in school/student handbooks*
- *School Mental Health Ontario (e.g., Healthy Relationship Skills – [Secondary](#))*
- *Guest speakers*
- *John Howard Society (JHS) Hallway Talk – Peer Listening Monthly*
- *Participation in days of acceptance (e.g., kindness, bullying prevention)*
- *Foster inclusive and diverse relationships (e.g., clubs such as GSA, JEDI (Justice, Equity, Diversity Inclusion))*
- *Promote and practice restorative approaches in the school community*
- *Code of Conduct displayed and distributed to the school community*
- *Engagement of parents/guardians and community partners in school initiatives*
- *Promotion of [Kids Help Phone](#)*
- *Encourage reporting by the adult community.*

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:

- *Mechanism for students to safely report incidents of bullying while minimizing the possibility of reprisal*
- *Comprehensive intervention strategy ([KPR's Report It](#) tool, use of QR codes for students to report issues in washrooms) to address incidents of bullying behaviour in a timely, sensitive and supportive manner;*
- *Focus on repairing harm and attending to the needs of all parties (Restorative Practice)*
- *Collaborative Problem-Solving*

- *Use of progressive discipline*
- *Attendance monitoring and tracking (chronic absenteeism)*
- *Establish follow-up plan when incidents occur*
- *Establish Positive Behaviour Support Plans/Notification of Risk*
- *Accessible Food Cupboard or Community Closet*
- *Ensure reporting protocol is followed by all staff (Serious Student Incident Form)*
- *In-School Case Conferences*
- *Referral to Multi-Focus Team/Multi-Disciplinary Team*
- *Consultation with the Safe and Caring Schools Department.*

Training Strategies

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

Students:

- *Code of Conduct review*
- *Digital citizenship/cyberbullying learning opportunities*
- *Public Health presentations*
- *Small group discussions*
- *Pink Shirt Day, Orange Shirt Day, Bullying Awareness days.*

Staff:

- *Trauma-informed training*
- *NVCI theory training*
- *Human Rights, Indigenous education and equity policy training*
- *Professional development workshops*
- *Provision of development materials and resources.*

Parents/Guardians/Community Members:

- *Involvement in Positive School Climate Teams*
- *School community/school council guest speakers*
- *Engagement presentations/activities (e.g., Parent Reaching Out Grant opportunities)*
- *Sharing resources on addressing and reporting bullying (e.g., [Adolescent](#), [LGBTQ](#), [Cyberbullying](#), [Talking to Your Child's School](#)).*

Communication and Outreach Strategies

School plans should be communicated in various ways. Examples include, but are not limited to, the suggestions below:

- Including the Positive School Climate & Bullying Prevention and Intervention Plan in school/student handbooks
- Sharing information via School Messenger
- Sharing information during school assemblies and announcements
- Sharing information through bulletin board postings
- Sharing information at school council and other parent meetings
- Sharing information at staff/division meetings
- Integrating Positive School Climate & Bullying Prevention and Intervention Plan into classroom instruction
- Informing parents/guardians and volunteers of procedures for reporting incidents of bullying and inequity

- Assisting parents/guardians in building awareness and knowledge so they may support the school's Positive School Climate & Bullying Prevention and Intervention Plan strategies
- Promotion during anti-bullying awareness initiatives.

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).

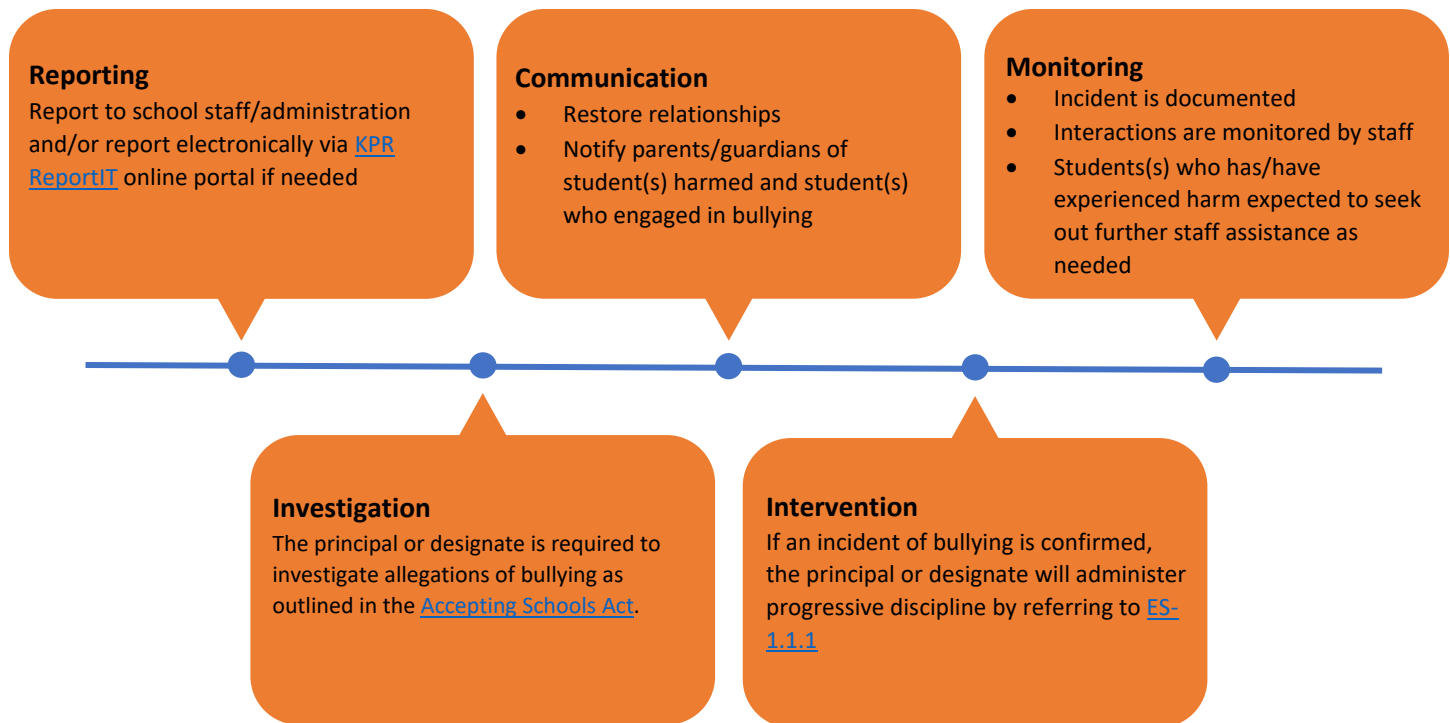
Responding to Incidents of Bullying

Our school staff uses a trauma-informed, progressive discipline approach when responding to bullying incidents. 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:

- *Involvement in Positive School Climate Teams*
- *School community/school council guest speakers*
- 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.

