

## **Anti-bullying strategies used at WO Mitchell ES (WOM)**

Bullying occurs in a context where there is a real or perceived power imbalance. It is repeated, persistent and aggressive behaviour intended to cause fear, distress and/or harm to another person's body, feelings, self-esteem or reputation. [The Ottawa-Carleton District School Board definition]

Here at WOM we use several strategies to help our school be more safe and caring by addressing negative behaviour, bullying, and the causes of bullying. These strategies include:

- the use of WOM Hearts where the student is encouraged to follow the following steps:
  - I gnore (the behavior)
  - S ay stop
  - W alk away
  - T alk to a staff member
- the use of WITS, including
  - W alk away
  - I gnore
  - T alk it out
  - S eek help
- the use of body breaks in the sensory room for children who require them
- Teachers are encouraged to involve students in the development of their classroom rights and responsibilities at the start of the year.
- Staff members work diligently to establish a positive climate in their classrooms where students feel safe and supported by one another and their teachers.
- Staff members are encouraged to hold class meetings or restorative circles regularly to promote inclusive and socially appropriate behaviour. This is also a great way to team build in a classroom.
- the use of a Lunch Club led by an EA to encourage the development of socially acceptable behaviors for some students - the same EA uses social thinking stories to be used in the lunch club. e.g. the manuscripts on Social Thinking and Unthinkables
- the training/coaching of all of the adults (i.e. teachers, EA's) on the use of restorative practices as prescribed by the International Institute of Restorative Practices.
- the deployment of an additional (i.e. over and above the regular adult yard monitors) EA on the yard to be very present to mitigate against problem behaviors
- the regular use by the principal of Restorative Conversations with any student(s) involved in worrisome incidents.
- a progressive approach to discipline: choosing appropriate interventions or consequences to address student behaviour and promote a positive school climate.
- the on-going coaching of teachers by the principal and vice-principal in appropriate behavior management to ensure the WOM Code of Conduct is followed.
- the provision of professional development to better educate staff about students with disabilities.

- Staff members regularly refer to the OCDSB Community of Character Traits in doing assignments and in discussing challenging social situations. We intentionally teach, model and imbed these traits in our daily work.
- the use of ongoing 'Plan B' Collaborative Problem Solving conversations with children who are having difficulty with others and in following the code of conduct. Dr. Ross Green's *Lost at School* book and workshop for staff is this reference we use.
- Ant- bullying assemblies to start the year every year with regular reminders to be an “upstander” and not a “bystander”.
- Reading and Math Buddies used throughout the school where older students pair up with younger to be a positive influence.
- lunch monitors leadership where grade 6, 7 and 8 students work with younger students in the classroom at break time. This promotes an inclusive school climate.