OUR SCHOOL COMMITMENT

We are committed to fostering a safe, accepting and supportive learning environment that promotes well-being (i.e., cognitive, emotional, social, physical) and the academic achievement of all learners. We believe that this is achieved through a Whole School Approach. We will respond to any student behaviour that is likely to have a negative impact on the school climate and will investigate all reports of bullying. We will provide support to those affected by bullying, including those who engage in bullying.

Bullying is not tolerated here.

POLICY STATEMENT

Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

Ministry of Education of Ontario, PPM 144

HEALTHY RELATIONSHIPS

Healthy Relationships are those that provide:

- *A sense of security and stability*
- *Basic needs*
- *A sense of being valued and belonging*

- *Support and guidance to learn essential skills and understanding*
- *Protection from excessive stress*

PREVNet, 2014

We all share a collective responsibility in fostering healthy relationships that build welcoming, respectful, safe and inclusive environments.

DEFINITION OF BULLYING

Bullying: Means aggressive and typically repeated behaviour by a pupil 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 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 the receipt of special education;

For the purposes of the definition of "bullying" in subsection (1), behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying: For the purposes of the definition of "bullying" seen here, bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

    (a) creating a web page or a blog 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

    (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

PPM 144

2018 - 2019
Bullying Prevention and Intervention Plan

Our Safe and Accepting Schools Team

Our Safe and Accepting Schools Team leads our planning to promote a safe, inclusive, and welcoming school climate.

Chair: Meaghan MacDonald	**Principal:** M. Monk
Teacher(s): Steven Edmunds, Lillian Coronado	**Vice Principal:** Steve Rae, Tiffany Jodoin
Student(s): To be announced	**Parent(s):** Nicole Hodgkinson
Community Partner(s): Elaine Duguay	

What the Data Tells Us - School Climate Surveys and Other Data

As part of the on-going monitoring and evaluation process, schools gather data from a various of sources, including school climate surveys of students, staff and parents every two years. Our school data indicates the following:

STRENGTHS

ECVI is a school based on tolerance and respect- 2018 Survey
76.5% of ECVI students say they feel safe at school
89.3 of ECVI students say they like ECVI
83.7% of ECVI students say they get along with others
64.5% of students know where to ask for support at school when feeling sad, anxious, hopeless, stressed, angry, confused, or other unusual emotions

Based on the analysis of various sources of data, our school has identified specific bullying prevention and intervention goal statements for this school year. These goal statements will drive our actions for this year. Outcomes will be monitored and assessed using a continuous improvement cycle.

GOALS

To keep students/staff/visitors safe by practicing various and certain protocols with excellence (e.g., Lockdowns, Hold and Secure, Fire Drills)
Continue to promote the "Report Bullying Now" link on the school's web page
Continue to raise awareness around the harm created by bullying, especially cyber, and verbal bullying
To promote anti-bullying initiatives (e.g., Leadership Camp Committee-Leadership Camp, Pink Shirt Day, Orange Shirt Day, Anti-bullying Assembly, Diversity Club (focus on inclusion, equity, diversity)
Continue to promote Student Success initiatives such as SAL, Credit-Recovery/Rescue, and school literacy and numeracy programs
Encourage the ECVI student population to participate in anti-bullying activities such as those that promote self-regulation (e.g., Breakfast Club, and Healthy relationships)

What We are Doing In Our Classrooms and in Our School - Bullying Awareness and Prevention Strategies

Our school is implementing a variety of strategies to support student well-being and to positively impact students' readiness to learn. These strategies involve students, staff, parents and community members as part of a whole school approach. Below are highlights of our strategies.

AWARENESS AND PREVENTION

- Fostering healthy relationships
- Building resiliency
- Bullying awareness and prevention
- Caring adult
- Character education
- Community involvement activities
- Conflict resolution (restorative)
- Culturally responsive and relevant pedagogy
- Empathy
- Equity and inclusive education
- Yearly food drives
- Professional Development
- Creating safe spaces in Academic Resource, Gym, and various classrooms at lunch
- Integration of Special Needs students into mainstream classes to promote diversity and tolerance
- Anti-bullying assembly
- Diversity Fair (with school wide, cross curricular student displays that celebrate diversity and speak to equity issues)

- Guest speakers
- Positive mental health
- Positive sense of self
- Progressive Discipline: A Bias-free Approach
- Restorative Practice
- School-based community events
- Self-regulation
- Problem solving and decision-making skills
- Remembrance Day Assembly
- Semester Welcome Assemblies
- Intramurals and weight room open every lunch to give students a safe space
- Black history month announcements, displays, and guest speakers
- Conflict resolution teaching in all grade 10 physical education classes (through role playing)
- Diversity Week (celebrating diversity and promoting inclusion)
- AGSA initiatives
- Mental Health Week

How "Student Voice" is Present in Our School - Bullying Awareness and Prevention Strategies

Engaging students to help shape the learning environment is an important component of a whole school approach to promoting a positive school climate. The following examples are highlights of "student voice" in action at our school.

- AGSA Alliance
- Diversity Club
- Leadership Camp
- CHILL (Anti-Anxiety group for students)
- Leadership & Peer Leaders
- Student Council
- Arts Council
- Durham Youth Drug Awareness Committee

- Green Team
- Ministry "Speak Up" projects
- Bullying Awareness and Prevention Week Assembly
- Inquiry-based learning
- Peer to peer workshops within our family of schools
- Student led initiative acts of kindness
- Athletic Council

INTERVENTION

How We Report Bullying at Our School

Procedures are in place that allow students and parents to report bullying incidents as well as procedures that outline the requirements for staff to report bullying in accordance with legislation.

Student Reporting:	Staff Reporting:	Parent/Community Reporting:
• Reporting bullying to a trusted adult (e.g., parent, teacher, administrator, support staff, police liaison officer) • Using the "Report Bullying Now" button on the school/board website • Teacher • Peer • Guidance/ Academic Resource • Parent • Vice Principal	• "The Education Act states that an employee of the board who becomes aware that a student at the school of the board may have engaged in a serious student incident shall report the matter to the principal as soon as reasonably possible" (PPM 144) • When appropriate, staff complete and submit the "Safe Schools Incident Reporting Form – Part I" to the principal. The principal provides written acknowledgement to the employee using the	• Reporting bullying to the classroom teacher, support staff and/or administration • Using the "Report Bullying Now" button on the school website • Teacher • Guidance/ Academic Resource • Vice Principal

	"Safe Schools Incident Reporting Form – Part II" (PPM 144) • Guidance/ Academic Resource • Vice Principal	

How We Respond to Bullying at Our School

Our school response to bullying follows a bias-free approach to progressive discipline that involves the following immediate and long-term actions:

- Ensuring the safety of all involved
- Responding to any student behaviour that is likely to have a negative impact on the school climate
- Using "teachable moments" with progressive discipline
- Conducting a school-based investigation (consulting the Police/Board Protocol, when necessary) considering mitigating and other factors
- Contacting the parents of the person(s) who has been harmed and the parents of the person(s) who has caused harm, in accordance with legislation
- Collaborating with community partners, when appropriate
- Developing an action plan that is responsive and supportive
- Engaging in Restorative Practice conferencing, when appropriate
- Implementing a Safe Schools Student Safety Plan, when necessary
- Implementing/reviewing a Special Education Behaviour Safety Plan, when appropriate

How We Provide Ongoing Support to Those Impacted by Bullying at Our School

INTERVENTION

Support for the person(s) who has been harmed, the person(s) who has caused harm and the person(s) who has witnessed harm may include:

- Furthering school-level support such as connection to a caring adult, classroom and yard considerations, special education considerations, participation in co-curricular programming (e.g., guidance counsellor, teacher, student success teacher, SERT, support staff, coach)
- Implementing board-level supports such as social work or psychological services (with consent)
- Identifying community support resources
- Implementing a Safe Schools Student Safety Plan and/or Support and Responsibility Agreement (SRA), when necessary
- School level support such as connection to a caring adult (e.g., guidance counsellor, teacher, student success teacher, SERT, support staff, coach) or appropriate co-curricular program (e.g., Peer mentoring, Leadership Committee, Breakfast Club, AGSA Alliance, Diversity Club, CHILL [Coping strategies], Wellness Club)
- Board level support such as social workers or psychological services (with consent)
- Identifying community support resources (Durham Mental Health, Durham Health Department, Durham Regional Police Service)

	• Refer to Community Support Agencies (Frontenac, John Howard Society, Durham Outreach Workers, Eastview Boys & Girls, Pinewood Centre, Crisis Response Central Intake, V.P.I.)
	Follow-up for the person(s) who has been harmed, the person(s) who has caused harm and the person(s) who has witnessed harm will include:
	• Individual monitoring based on specific needs (e.g., regular check-ins)

How We Are Building Capacity for Prevention and Intervention At Our School

Training/learning opportunities occur at the board level, community level and school level. Here are highlights of our training/learning opportunities:

TRAINING/LEARNING

Student:
- Grade 9 Day
- Welcome back/Code of Conduct assembly
- Police Liaison/Accident Awareness presentations
- Talking About Mental Illness (TAMI) Summit (Secondary TAMI Summit)
- Cyber Safety - Business Studies integrating CyberBullying - Unit (TIJ1O1); Digital Citizenship
- Public Health/Safety presentations
- Psychological and social worker services
- Specialist High Skills Major programming
- Workplace safety awareness/training
- Discussing mental health
- Student led advocacy and support groups (Orange/Pink Shirt Days)
- And Still We Rise and Cypher Conference
- Black Outreach Leadership Presentation
- Diversity Fair
- Durham Youth Drug Awareness Committee and outreach
- Diversity Week
- Increasing equitable pathways initiative

Staff:
- On-going Restorative Practice Framework and Circle training
- Culturally Responsive Pedagogy training
- School Climate Survey/Safe and Accepting Schools Team training
- DDSB Safety Week
- Mental Health First Aid for Adults Who Interact with Youth training
- Violence Threat Risk Assessment Protocol training
- Safe Schools Bullying Awareness and Prevention Week and promoting Orange/Pink Shirt Days
- Building Resiliency through Self-Regulation (Dr. Stewart Shanker)
- Learning networks
- New Teacher Induction Program (NTIP) training
- Tiered Approach to Mental Health training
- Public Health presentations/training
- ASIST training
- Anti-Oppression training
- Networking regarding school safety
- Supportive environment for staff voice
- Indigenous and racialized leadership program
- Equity and Inclusion training

Parents:
- Parents Reaching Out
- Initiatives
- Parents and Partners
- Conference
- Public Health presentations
- School Community Council
- guest speakers
- Parent engagement
- presentations/activities
- DDSB Safety
- Parent Portal
- Parent Workshops on Grade 9 Day
- Grade 8 parent night

• Peer to peer workshops • GSA conference	

COMMUNICATION

How We Are Communicating With Students, Staff, Parents and the Community

To support a whole school approach, the school will communicate with staff, students, parents and the community. Communication methods include:

Students	Staff	Parents
• **Discussions and conversations** • **Announcements** • **Classroom visits** • **Assemblies** • **School/Board websites** • **Newsletter** • **Student agenda** • **Social media (Twitter)** • **Posters** • **Student Council**	• Discussions and conversations • Staff meetings • Heads meetings • Professional development days • Weekly memo • E-mails • Social media • Committees • Professional learning networks • School/Board websites	• S.C.C. (School Community Council) • Discussions and conversations • School/Board websites • Parent engagement activities (e.g., Open house, assemblies, concerts, information nights) • Social media • Student agenda • Newsletters • Committees • Synervoice (phone call home system) • Parent portal

CONTINUOUS IMPROVEMENT

Monitoring Our Progress

As part of the continuous improvement model, the Bullying Prevention and Intervention Plan will be monitored regularly through:

- Safe and Accepting Schools Team meetings
- Student surveys over time to track trends and changes
- Staff meetings, department meetings, committee meetings
- School improvement planning

Please visit www.ddsb.ca for more information on how the Durham District School Board is supporting student well-being and promoting a positive school climate.

SAFE SCHOOLS
Durham District School Board