

2018 - 2019

Bullying Prevention and Intervention Plan

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;

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.

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

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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: Paul Reed

Teacher(s): Seonaidh Macintosh; Melissa Hutchings

Student(s):

Community Partner(s): Constable Cockburn; Keith Rew Health Nurse

Principal: Shauna McMurray

Support Staff: Darlene Bain

Parent(s):

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

The most significant strengths from our School Climate Survey are indicated in the following results;

Students: 91.4% (139/158 students) **Feel Safe Most of the Time or Always at School**

Students: 93.5% (144/154 students) **Are Aware of How to Report Bullying at School**

Students: 98.7% (151/153 students) and 95.5% (147/154 students) **Feel Safe or Very Safe** in the **classrooms** and **school grounds**, respectively

Staff: 95.8% (23/24 respondents) believe that **When at school, students appear to get along with others, Most of the Time or Always**

Staff: 100% (24/24 respondents) believe that students **Feel Safe or Very Safe in the classrooms**

Staff: 100% (23/23 respondents) believe that students **Are Aware of How to Report Bullying at School**

Students, Parents/Guardians, and Staff Members all agree that that **the most common form of bullying experienced at school is Verbal Bullying**

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

The specific Bullying Prevention and Intervention Goal Statements that will drive our actions for this school year are:

- To further educate students on where/how to seek support when they are feeling certain emotions (e.g. sad, anxious, stressed, confused, etc...)
- To be an ALLY to any person made to feel marginalized in our building
- To continue to have regular administrator visits in classrooms, especially when Occasional Teachers are in the building – A Pro-Active Approach
- To continue Self-Regulation Boot Camp activities, and embed the concepts throughout the academic and social realms of the school
- To have students use The Zones of Regulation as a daily tracking device for how they are feeling
- To establish the office as a Safe Place to Self-Regulate – A Preventative Approach
- To use a Progressive Discipline Approach to student behaviour consequences and use Restorative Practices to repair student relationships
- To Eliminate the most common form of Bullying at school: Verbal Bullying

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AWARENESS AND PREVENTION

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.

Student Level

- Healthy relationships (e.g., Restorative Practices or Relationship Repair between students)

Classroom Level

- Caring Staff Members · Positive Sense of Self
- Problem Solving and Decision-Making Skills
- Self-Regulation Boot Camp · Zones of Regulation
- Community Circles in the classroom

School Level

- Character Education · Bully Prevention and Awareness
 - Random Acts of Kindness · Bully Prevention Week
 - Safe and Accepting Schools Team
 - WITS Strategy (Walk away, Ignore, Talk it out. Seek help)
- school wide and referenced in daily announcements

Board Level

- Be an Ally · Progressive Discipline: A Bias-free Approach
- Restorative Practice · Culturally Responsive Pedagogy
- Equity and Inclusive Education · Positive Mental Health (TAMI)
- First Nations, Metis, and Inuit Perspectives · Pink Shirt Day
- Student Voices · Bully Prevention and Awareness

Parent/Community Level

- Report Bullying Now · Community Involvement Activities
- School Liason Officer

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.

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<ul style="list-style-type: none"> · Student Leadership Team – support school wide routines (e.g., morning announcements) and initiatives (such as Assemblies) · ECO-Club – promoting respect for the environment, and working with community partners (e.g., such as Staples recycling program) 	<ul style="list-style-type: none"> · Classroom Food Drives - reveals Character Education traits of Kindness, Respect, Empathy, Teamwork
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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.		
	<p>Student Reporting:</p> <ul style="list-style-type: none"> • 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 	<p>Staff Reporting:</p> <ul style="list-style-type: none"> • “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 “Safe Schools Incident Reporting Form – Part II” (PPM 144) 	<p>Parent/Community Reporting:</p> <ul style="list-style-type: none"> • Reporting bullying to the classroom teacher, support staff and/or administration • Using the “Report Bullying Now” button on the school website
	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:			
<ul style="list-style-type: none"> • Ensuring the safety of all involved • Responding to any student behaviour that is likely to have a negative impact on the school climate 			

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- 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

INTERVENTION

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

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
- 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

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)

TRAINING/LEARNING

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:

Student:

- *Welcome back/Code of Conduct assembly*
- *Police Liaison presentations*
- *Safe Schools Bullying Awareness and Prevention Training*
- *Safe Schools Student Voice Project*

Staff:

- *Culturally Responsive Pedagogy training*
- *School Climate Survey/Safe and Accepting Schools Team training*
- *DDSB Safety Week Open House*
- *Mental Health First Aid for Adults Who Interact with Youth training*
- *Violence Threat Risk Assessment Protocol training*

Parents:

- *Parents Reaching Out Initiatives*
- *Parents as Partners Conference*
- *Parent engagement presentations/activities*

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COMMUNICATION	<ul style="list-style-type: none"> · <i>Talking About Mental Illness (TAMI)</i> · <i>Cyber Safety</i> · <i>Digital Citizenship</i> 	<ul style="list-style-type: none"> · <i>Safe Schools Bullying Awareness and Prevention Week and Pink Shirt Day activities</i> · <i>Equity Continuum</i> · <i>Building Resiliency through Self-Regulation (Dr. Stewart Shanker)</i> · <i>Equity representatives training</i> · <i>New Teacher Induction Program (NTIP) training</i> 	<ul style="list-style-type: none"> · <i>DDSB Safety Week Open House</i>
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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:	
	<ul style="list-style-type: none"> · Discussions and Conversations · Announcements · Classroom Visits · Assemblies · School/Board Websites · Newsletters 	<ul style="list-style-type: none"> · Discussions and Conversations · Staff Meetings · Division Meetings · Professional Development Days · Monday Memo · E-mails/Remind 101

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| <ul style="list-style-type: none">· Student Agendas· Social Media· Posters | <ul style="list-style-type: none">· Committees· Area Team Meetings· School Website |
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**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
- Staff meetings, division 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.

