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.

PPM 144

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.

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: Denica MacDonald and Candice Comeau	**Principal:** M. Armstrong
Teacher(s): Lisa Suddons, Leah Weeks, Patty Balachorek, Laura Grenon	**Support Staff:** Greg Blaby
Student(s):	**Parent(s):**
Community Partner(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:

STRENGTH

- Students are feeling safe in all areas of the school
- We have programming to support leadership and community involvement/ engagement
- Most children do not feel that they have been bullied
- Most students know where to report 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

-By the end of the year, 90% of students will report instead of standing by and watching others being bullied and will view themselves as "upstanders".

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.

Review the theory of action statements from your SIPSAW to assist in developing a concrete list of strategies. Reflect on student level, classroom level, school level, board level and parent/community level strategies that will continue/be implemented this year.

Consider the following areas that influence a positive school climate and list specific strategies that will be implemented:

Social
Fostering Healthy Relationships
Culturally responsive and relevant pedagogy
Equity and inclusive education
First Nations, Metis, and Inuit perspectives
Positive mental health
School-based and community events
Upstander / Ally behaviour
and Prevention

Emotional
Caring Adults
Empathy
Fostering a positive sense of self
Building Resiliency

Physical
Self-Regulation skills
Zones of Regulation

Cognitive
Bullying awareness and prevention
Character education
Conflict resolution
Restorative Practice
Progressive Discipline: A Bias-free approach

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.

- Student Council – SWAG
- Social justice clubs – Equity club
- Student participation on the Safe and Accepting Schools Team
- Inquiry-based learning
- Peer Patrol

- Library (Battle of the Books, leadership)
- Eco Club
- Milk Movers
- Friendship Club
- Junior Hangout
- Student Voice Forum

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	• "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)	• 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:

- Ensuring the safety of all involved
- Responding to any student behaviour that is likely to have a negative impact on the school climate
- 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 • 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)

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:
- Welcome back/Code of Conduct assembly
- Police Liaison presentations
- Cyber Safety
- Digital Citizenship
- Public Health presentations
- Psychological and social worker services when needed
- Vetted evidence-based/evidence-informed training that reinforces curriculum connections
- Workplace safety presentations
- Participation in Pink Shirt Day
- Participation in "Bully Awareness Intervention Week" activities
- Bully awareness character education
- Student Voice Forum Grades 4-8

Staff:
- Introduction to Restorative Practice Framework and Circle training, Facilitating Formal Restorative Conferences Training
- Culturally Responsive Pedagogy training
- School Climate Survey/Safe and Accepting Schools Team training
- DDSB Safety Week Open House
- Reacting and Teaching Students in Poverty-Strategies for Erasing the Opportunity Gap training
- 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 Pink Shirt Day staff meeting PowerPoints
- Emotional Intelligence training
- Building Resiliency through Self-Regulation
- Learning networks
- Equity representatives training
- New Teacher Induction Program (NTIP) training
- Tiered Approach to Mental Health training
- Public Health presentations

Parents:
- Parents Reaching Out Initiatives
- Parents and Partners Conference
- Public Health Presentations
- School Community Council guest speakers
- Parent engagement presentations/activities
- DDSB Safety Week Open House

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:

- School newsletters
- Teacher Remind APP and School Remind APP
- SCC REMIND APP
- Agendas
- External Signage
- Synervoice
- Emails
- Phone calls

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.

SAFE SCHOOLS
Durham District School Board