

2019 - 2020 Bullying Prevention and Intervention Plan

Our School Commitment

We are committed to fostering a safe, accepting and supportive learning environment that promotes positive mental health and well-being, as well as 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.

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

PREVNet describes Healthy Relationships as 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*

We all share a collective responsibility in fostering healthy relationships.

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

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Our Safe and Accepting Schools Team

Our Safe and Accepting Schools Team is responsible for fostering a safe, inclusive, and accepting school climate.

Chair: Koula Tsiris, Diane Beletsky

Teacher(s): Meredith Stanoev, Julie Karch, Kylie Choudhry

Student(s): Student Team

Community Partner(s): Nicole Gooding - PHN

Principal: Jill Foster

Support Staff: Lui Novakovic

Parent(s): Kathy Theberge

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

As part of the on-going monitoring and evaluation process, school boards conduct school climate surveys of students, staff and parents every two years. Our school data indicates the following:

STRENGTHS	<p>Between 85% and 97% of students feel the following statements are true “Always” or “Most of the time”:</p> <ul style="list-style-type: none"> • They are greeted by name • They feel accepted by the staff • Staff treat students with respect • Staff helps and encourages students, demonstrating a belief that students can be successful • Students support each other • Feel they are not bullied because of their identity 	<p>Between 85% and 96% of students feel “Very Safe” or “Safe” in the following locations:</p> <ul style="list-style-type: none"> • Classrooms • Lunchrooms • Entrances/exits • Hallways • Gym <p>61% report never being bullied at school 93% say they know how to report bullying at school</p>
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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.

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GOALS

AREAS FOR GROWTH:

- Washrooms
- Verbal bullying
- Students feeling they have input (54%)
- Students feeling they have a say (66%)
- Students feeling important, supported and recognized (63-59%)

Our Plan:

- We are committed to continuous improvement by utilizing the Preparing, Self-Assessment, Planning, Action, and Monitoring/Reviewing cycle
- Our Safe and Accepting Schools Team will focus our efforts on:
 - Safety in the washrooms through shifts in supervision
 - A focus on inclusive and respectful language as opposed to microaggressions
 - Deepening our work on mattering, resiliency and a growth mindset

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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 the following strategies to support the well-being of the whole child/youth and to positively impact students' readiness to learn. These strategies involve students, staff, parents and community members as part of a whole school approach to promoting a positive school climate.	
	<ul style="list-style-type: none"> • Character Celebration Assemblies • Building resiliency – personalized to each student's need • Bullying awareness and prevention • Pink Shirt Day • Creation of a washroom/hall duty • Tech Facilitator to support staff with cyber safety 	<ul style="list-style-type: none"> • Culturally Responsive and Relevant Pedagogy (CRRP) – embedded into daily learning • Progressive Discipline • Restorative Practice Project re: community circles and self-reg • Self-regulation – teaching the science behind it, flexible learning environments in intermediate, Zones of Regulation, calming rooms • Upstander/Ally behaviour • Focus on community building and student identity • First 20 days of Wellness pilot
	What 'Student Voice' is Doing 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 strategies are student-based initiatives that are being implemented at our school.	
	<ul style="list-style-type: none"> • Student council initiatives • Student reps on SCC • Ally Avengers • Me to We • Wolverine Letter 	<ul style="list-style-type: none"> • Shadow student Safe Schools and Well-Being Team • Inquiry-based learning – social justice • Slideshow Club

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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.		
	Student Reporting: <ul style="list-style-type: none">Reporting bullying to a trusted adult (e.g., teacher, administrator, support staff, coach, police liaison officer)“Report Bullying Now” button on the school/board website	Staff Reporting: <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)	Parent/Community Reporting: <ul style="list-style-type: none">Reporting bullying to the classroom teacher, support staff and/or administration“Report Bullying Now” button on the school website
	How We Respond to Bullying at Our School		
	Our school response to bullying follows a progressive discipline approach that may involve the following immediate and long-term actions: <ul style="list-style-type: none">Ensuring the safety of all involvedResponding to any student behaviour that is likely to have a negative impact on the school climateConducting a school-based investigation (consulting the Police/Board Protocol, when necessary)Considering mitigating factorsContacting the parents of the person(s) who has been harmed and the parents of the person(s) who has caused harm in accordance with legislationContacting community partners, when necessaryDeveloping an action plan that might include Restorative Practice, Progressive Discipline, or other actionsImplementing a Safe Schools Student Safety Plan, when appropriate		
– Z	How We Support and Follow-Up With Those Affected by Bullying at Our School		

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	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:
	<ul style="list-style-type: none"> School level support such as connection to a caring adult (e.g., teacher, SERT, support staff, coach) or appropriate co-curricular program Board level support such as social workers or psychological services (with consent) Identify community support resources as appropriate
	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:
	<ul style="list-style-type: none"> Individual monitoring plan based on individual needs (e.g., regular check-ins) Consulting community partners (i.e. DRPS, The Youth Centre, Lakeridge Health, Kinark, Frontenac etc)

How We Are Building Capacity for Prevention and Intervention At Our School			
Training opportunities include board level training, community led training, and school based training.			
TRAINING	Student:	Staff:	Parents:
	<ul style="list-style-type: none"> Police Liaison consultations Safe Schools Bullying Awareness and Prevention Science behind self-reg, strategies, etc. Cyber Safety Digital Citizenship Assemblies (ex. Pink Shirt Day) 	<ul style="list-style-type: none"> SERTS and Principal trained in Violence Threat Risk Assessment Protocol Culturally responsive pedagogy training New Teacher Induction Program (NTIP) training DDSB Safety Week Open House Safe Schools Bullying Awareness and Prevention Week Staff meeting PowerPoints Training on new procedures for reporting safe schools and violent incidents 	<ul style="list-style-type: none"> Parents as Partners Conference School Community Council DDSB Safety Week Open House Community Night

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COMMUNICATION	How We Are Communicating With Students, Staff and Parents		
	To support a whole school approach, the school will communicate with staff, students, and parents. Communication methods include:		
	Student: <ul style="list-style-type: none"> • Discussions and conversations • Announcements • Classroom visits • Assemblies • School/Board websites • Newsletter • Student agenda • Posters • Bulletin boards/displays • Community Circles 	Staff: <ul style="list-style-type: none"> • Discussions and conversations • Staff meetings • Division meetings • Professional development days • Weekly memo • E-mails • Committees • Professional learning networks • School/Board websites • Monthly Safe Schools Message 	Parents: <ul style="list-style-type: none"> • Discussions and conversations • School/Board websites • Parent engagement activities (e.g., Open house, assemblies, concerts, information nights) • Social media - Twitter • Student agenda • Newsletters – school and classroom • Monthly Safe Schools message in Community Blast

CONTINUOUS IMPROVEMENT	Monitoring Our Progress	
	As part of the continuous improvement model, the Bullying Prevention and Intervention Plan will be monitored regularly through:	
	<ul style="list-style-type: none"> • Safe and Accepting Schools Team meetings • Staff meetings, division meetings, department meetings, committee meetings • DDSB School Climate Survey/Safe and Accepting Schools Team training – Google forms check-ins on key areas • Ongoing data collection –office referrals, progressive discipline, suspension 	

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.

