

2018 - 2019 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 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.

PPM 144

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

2018 - 2019 Bullying Prevention and Intervention Plan

Our Safe and Accepting Schools Team

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

Chair: Allison Clarke

Teacher(s): Carole Dumouchel, Brenda Tang, Shereen Patel

Student(s):

Community Partner(s): Ann-Marie Ho, (Durham Region Health)

Principal: Mike Menheere (Principal) Chris Mackey (Vice Principal)

Support Staff:

Parent(s): Jenny Najib

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

- Students feel safe at school
- Students feel respected at school
- Students enjoy coming to school and learning
- Students are embraced within an environment of high expectations and Growth Mindset
- Students know where to ask for help when they are feeling sad, anxious, hopeless, stressed, angry, confused, wired or some other unusual emotion
- Students are aware of high expectations of learning

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

- Bullying Awareness** (Physical, Verbal, Social, and Electronic): defining what it is, how it differs from other forms of unwanted behaviours, and how to recover from it
- Mental Health/Wellness/Resilience Training**: building positive school climate with focus on respect of self/others through establishing school-based practices that promote a positive tone, safety and belonging, acceptance, inclusion and respect.
- Equity and Inclusive Education**: fostering welcoming and inclusive learning environment by reflecting the diversity of our student body through curriculum, school resources, and culturally responsive and reflective pedagogy

2018 - 2019

Bullying Prevention and Intervention Plan

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"> - <i>Building resiliency</i> - <i>Bullying awareness and prevention</i> - <i>Character education</i> - <i>Culturally responsive and relevant pedagogy</i> - <i>Equity and inclusive education</i> - <i>First Nations, Metis, and Inuit perspectives</i> - <i>Progressive Discipline: A Bias-free Approach</i> - <i>School-based community events</i> - <i>Growth Mindset</i> - <i>Parent Engagement events promoting Student Achievement and Well Being</i> - <i>Building capacity in Special Education and French as a Second Language for All documents</i> 	
	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"> - <i>Gay-Straight Alliance</i> - <i>Social Justice clubs</i> - <i>Student Council</i> - <i>Student participation on the Safe and Accepting Schools Team</i> 	<ul style="list-style-type: none"> - <i>Inquiry-based learning</i> - <i>Girl's Empowerment</i> - <i>Restorative/Community Circles</i> - <i>Zones of Regulation</i> 	

2018 - 2019 Bullying Prevention and Intervention Plan

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 school and 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 1” to the Principal. The Principal provides written acknowledgement to the employee using the “Safe Schools Incident Reporting Form- Part 2” (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 or board 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 involved - Responding to any student behaviour that is likely to have negative impact on the school climate - Conducting a school-based investigation and consulting (consulting police liaison officer and Board protocol and personnel when needed) - Considering mitigating and other factors - Contacting the parent(s) of the person(s) who has been harmed and the parent(s) of the person(s) what has caused the harm in accordance with legislation - Contacting community partners, when necessary - Developing an action plan that might include Restorative Practice, Progressive Discipline, or other actions - Implementing a Safe Schools Student Safety Plan, when appropriate 			

2018 - 2019

Bullying Prevention and Intervention Plan

INTERVENTION	How We Support and Follow-Up With Those Affected 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:	
	<ul style="list-style-type: none"> - <i>School level support such as connection to a caring adult (e.g., S.E.R.T., support staff, coach, classroom teacher, lunchroom supervisor or administration) or appropriate extra-curricular program</i> - <i>Board level support such as social workers or psychological services (with consent)</i> - <i>Identifying community support resources</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:	
	<ul style="list-style-type: none"> - <i>Individual monitoring plan based on individual student need (e.g. regular check-ins)</i> 	

TRAINING	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.		
	Student: <ul style="list-style-type: none"> - <i>Allies in Action assembly</i> - <i>Code of Conduct, student and parent commitment and acknowledgement</i> - <i>Star assemblies</i> - <i>Digital Citizenship</i> - <i>School Wide philosophy "Be Safe, Be Respectful, Be Responsible"</i> - <i>Character Education embedded lesson plans and events</i> - <i>Fire and bus safety training and presentations</i> - <i>Grade specific safety training (e.g. Swim to survive, Safety Village)</i> 	Staff: <ul style="list-style-type: none"> - <i>Culturally Responsive Pedagogy professional development</i> - <i>Equity and Inclusive Education team</i> - <i>FMNI Education team</i> - <i>Anti-Oppression training</i> - <i>Violence and Threat Assessment Protocol training</i> - <i>Making a Difference Poverty-Strategy for Student Achievement and Well-Being</i> - <i>New Teacher Induction Program training</i> - <i>A.S.I.S.T. (Suicide First-Aid Training)</i> - <i>Safe and Accepting Schools team</i> 	Parents: <ul style="list-style-type: none"> - <i>Parents Reaching Out Initiatives</i> - <i>Community partners presentations</i> - <i>School Community Council</i> - <i>Parent Engagement presentations/activities</i>

2018 - 2019 Bullying Prevention and Intervention Plan

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:		
COMMUNICATION	Student: <ul style="list-style-type: none"> - Discussions and conversations - Announcements - Classroom visits - Assemblies - School/Board websites - Newsletter - Student Agenda - Social media - Posters - Bulletin boards - Equity and Inclusive education approaches 	Staff: <ul style="list-style-type: none"> - Discussion and conversations - Staff meetings - Division meetings/Grade meetings - Professional Development days - Staff News (daily memo) - E-mails - Social Media - Committees - Professional learning networks - School/Board websites
	Parents: <ul style="list-style-type: none"> - Discussions and conversations - School/Board websites - Parent Engagement activities (e.g. Curriculum Night, Superstar assemblies, concerts, information nights) - Social media - Student agenda - Newsletters - Synervice (phone call home system) - Safe Arrival automated system 	

Monitoring Our Progress	
CONTINUOUS IMPROVEMENT	As part of the continuous improvement model, the Bullying Prevention and Intervention Plan will be monitored regularly through:
	<ul style="list-style-type: none"> - <i>Safe and Accepting Schools team meetings</i> - <i>Staff meetings, division meetings, grade meetings, committee meetings</i> - <i>DDSB School Climate Survey/Safe and Accepting Schools Team training</i> - <i>Discussion and conversation with community partnerships</i>

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.

2018 - 2019
Bullying Prevention and Intervention Plan

