

2020 - 2021 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.

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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

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: L. Aunger

Vice- Principal: C. Wellwood

Teacher(s): L. Morton, C. Senior, A. Gerris, L. Kenny

Student(s): D. Barrett, E. Ford, A. Savaliya, S. Scarce, S. Cho, L. Eaton, M. Ryce, T. Farmer, K. Laita

Community Partner(s): C. Gianoutsos (Durham Public Health)

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

- Students feel their culture is represented and respected in our school
- A large majority of students feel safe at school
- Students get along with others most of the time and support each other
- Students feel valued and welcomed into school

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 increase student awareness about resources and support they can access when feeling sad, anxious, hopeless, stressed, angry, confused, wired, or some other unusual emotion for them
- We will embed Character Education using a Whole School Approach committed to modelling and encouraging positive and respectful behaviour
- To support student voice in our school
- To develop mechanisms to improve staff-to-student connections
- To create opportunities to build community amongst students
- To establish formalized mentorship opportunities between senior and junior students

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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.	
	<ul style="list-style-type: none"> Fostering healthy relationships / bullying awareness and prevention through the Health Curriculum Building resiliency – Training through Health Department Bullying awareness and prevention Caring adult – School wide intervention Character Education embedded throughout school Community involvement activities that meet COVID restrictions or virtual opportunities for volunteerism Conflict resolution – conferencing with students/parents Culturally responsive and relevant pedagogy – Department based intervention Equity and inclusive education – Equity Continuum • First Nations, Metis, and Inuit perspectives – Student Success/re-engagement worker. Medicine Wheel club 	<ul style="list-style-type: none"> Positive mental health – Staff PD “Stop the Stress in Schools” and “Fostering resilient learners Positive sense of self – school wide focus, growth mindset PD Progressive Discipline: A Bias-free Approach Restorative Practice – staff PD School-based community events Self-regulation- Staff PD Be the Voice Forum -ensuring every student has a voice Cyberbullying awareness and safety in the online learning environment Maintaining well-being throughout the pandemic and in response to the challenges of our modified learning environment
	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.		
<ul style="list-style-type: none"> Gender-Sexuality Alliance Student Council Black Students’ Network Muslim Students’ Association Leadership Camp Ministry “Speak Up” projects Bullying Awareness and Prevention Week Conference 	<ul style="list-style-type: none"> Safe Schools Student Voice Conference Student participation on the Safe and Accepting Schools Team Student Leadership Courses Be the Voice Forum Performing Arts Council 	

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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:	Staff Reporting:	Parent/Community Reporting:
	<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 	<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) 	<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 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 			

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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:
	<ul style="list-style-type: none"> • 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:
	<ul style="list-style-type: none"> • 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:		
	<p>Student:</p> <ul style="list-style-type: none"> • Welcome back / Code of Conduct Assembly (virtually) • Safe Schools Bullying Awareness and Prevention and Student Voice Conferences • Talking About Mental Illness (TAMI) • Cyber Safety • Digital Citizenship • Public Health presentation • Specialist High Skills Major programming • Workplace safety presentations • Guidance Homeroom Blitz • Mental Health Week • Character Trait Development in homeroom classes • Student leadership initiatives with a focus on building community, establishing a positive 	<p>Staff:</p> <ul style="list-style-type: none"> • Introduction to Restorative Practice Framework and Circle training • Culturally Relevant and 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 Pink Shirt Day • Emotional Intelligence training • Building Resiliency through Self-Regulation • New Teacher Induction Program (NTIP) training • Tiered Approach to Mental Health training • Public Health presentations • Student Resource guide for teachers 	<p>Parents:</p> <ul style="list-style-type: none"> • Introduction to Restorative Practice Framework and Circle training • Parents Reaching Out Initiatives • Parents and Partners Conference • School Community • Council guest speakers • Parent engagement presentations/activities

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	school culture and to normalize the reporting of bullying		
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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 • Virtual classroom visits • Virtual assemblies/presentations • School/Board websites • Newsletter 	<ul style="list-style-type: none"> • Student agenda • Social media • Posters • Staff meetings • Student leaders 	

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 • School improvement planning (SIPSAW / DIP) • DDSB School Climate Survey / Safe and Accepting Schools Team training • Equity Continuum Walkthrough • Student Voice Initiative such as Be the Voice 		

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.