

2019 - 2020

## 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.

## 2019 - 2020 Bullying Prevention and Intervention Plan

### 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: Meghan Groves

Teacher(s): Michelle Hanna, Andrew Rimar, Elio Campo (VP)

Student(s):

Community Partner(s): PC Amy Jackson, Sandi Hughes (RN)

Principal: Emily Ogilvie

Support Staff: Brian Cherwinka (Custodian)

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 variety of sources, including school climate surveys of students, staff and parents every two years. Our school data indicates the following:

#### STRENGTHS

*Data is based on the 18/19 School Climate and Student Well-Being Survey (Respondents were Students Grades 4-8, Parents, and Staff Members)*

- Data indicates that an average of 95% of Parent Respondents say that Students Feel Safe or Very Safe at School
- Data indicates that an average of 95% of All Respondents say that Students Feel Safe or Very Safe in the Classrooms
- Data indicates that an average of 94% of All Respondents say that Students Have NOT seen Others Being Bullied
- Data indicates that an average of 93% of Student Respondents Agree or Strongly Agree that they have Fitness Opportunities at School
- Data indicates that an average of 92% of All Respondents say that Students Feel Safe or Very Safe in the Gym
- Data indicates that an average of 91% of All Respondents say that Students are Greeted By Name
- Data indicates that an average of 91% of Student Respondents Participate in School Clubs

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

*Data is based on the 18/19 School Climate and Student Well-Being Survey (Respondents were Students Grades 4-8, Parents, and Staff Members)*

- Data indicates that an average of 76% of All Respondents say that Students Feel Like They Matter and 63% Feel that they Would Be Missed
- Data indicates that an average of 63% of Student Respondents Feel Important

**Based on the data above, the following goal statements have been set to be monitored and assessed using school climate, student attitudinal and reporting data to inform us of the effectiveness of our strategies:**

Continue to develop and deliver A Culturally Responsive and Relevant Pedagogical (CRRP) approach to learning, focusing on

1. All Students and Staff Members Matter
2. Getting To Know Our Students more, and understanding Their Individual Lived Experiences

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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.

*Curriculum led initiatives in the classroom focused on Social Justice, Inclusion, Diversity, Healthy Relationships, Oppression, Human Rights*

- Classroom resources and lesson plans supporting CRRP
- Pink Shirt Day
- School Wide Fundraisers (Terry Fox, Jump Rope for Heart)
- Orange Shirt Day
- **Building Resiliency**
- Individual, academic counselling with guidance for all students
- Board level support such as social workers or psychological services (with consents)
- **Caring Adults**
- Faces on the Data – Teachers getting to know all of their students
- Using familiar classroom teachers to support students

#### Strategies Related to Equity and inclusive education

- Adaptive Phys Ed Class
- Student Leadership Opportunities
- Guest Speakers/Assemblies/Presentations
- Remembrance Day Assembly
- Orange Shirt Day Assembly

#### Strategies for Bullying Awareness and Prevention

- Posters and resources to bring awareness to bullying
- School Wide Awareness Campaigns: Pink Shirt Day, Orange Shirt Day, Classroom lessons
- Staff awareness of bullying prevention strategies and resources available through the DDSB Portal and community resources
- Yearly safety audits to help identify areas of the school that may pose a safety issue
- Buddy Benches

### 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.

- Community Circles
- Reflective Practice/Inquiry-based learning
- Charity Team
- Student Leadership Team/ECO Club
- Bullying Awareness and Prevention Week Activities
- Safe Schools Student Voice Conference
- Restorative Practices

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<b>INTERVENTION</b>	<b>How We Report Bullying at Our School</b>		
	<b>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.</b>		
	<b>Student Reporting:</b>	<b>Staff Reporting:</b>	<b>Parent/Community Reporting:</b>
	<ul style="list-style-type: none"> <li>• Reporting bullying to a trusted adult (e.g., parent, teacher, administrator, support staff, police liaison officer)</li> <li>• Using the “Report Bullying Now” button on the school/board website</li> </ul>	<ul style="list-style-type: none"> <li>• “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)</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• Reporting bullying to the classroom teacher, support staff and/or administration</li> <li>• Using the “Report Bullying Now” button on the school website</li> </ul>
<b>How We Respond to Bullying at Our School</b>			
<b>Our school response to bullying follows a bias-free approach to progressive discipline that involves the following immediate and long-term actions:</b>			
<ul style="list-style-type: none"> <li>• Ensuring the safety of all involved</li> <li>• Responding to any student behaviour that is likely to have a negative impact on the school climate</li> <li>• Conducting a school-based investigation (consulting the Police/Board Protocol, when necessary) considering mitigating and other factors</li> <li>• 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</li> <li>• Collaborating with community partners, when appropriate</li> <li>• Developing an action plan that is responsive and supportive</li> <li>• Engaging in Restorative Practice conferencing, when appropriate</li> <li>• Implementing a Safe Schools Student Safety Plan, when necessary</li> <li>• Implementing/reviewing a Special Education Behaviour Safety Plan, when appropriate</li> </ul>			

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<b>INTERVENTION</b>	<b>How We Provide Ongoing Support to Those Impacted by Bullying at Our School</b>	
	<b>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:</b>	
	<ul style="list-style-type: none"> <li>• Furthering school-level support such as connection to a caring adult, classroom and yard considerations, special education considerations, participation in co-curricular programming</li> <li>• Implementing board-level supports such as social work or psychological services (with consent)</li> <li>• Identifying community support resources</li> <li>• Implementing a Safe Schools Student Safety Plan and/or Support and Responsibility Agreement (SRA), when necessary</li> </ul>	
	<b>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:</b>	
	<ul style="list-style-type: none"> <li>• Individual monitoring based on specific needs (e.g., regular check-ins)</li> <li>• Providing Safe Spaces (e.g., Main Office, SERT Office) for students, when necessary</li> </ul>	

<b>TRAINING/LEARNING</b>	<b>How We Are Building Capacity for Prevention and Intervention At Our School</b>		
	Training/learning opportunities occur at the board level, community level and school level. Here are highlights of our training/learning opportunities:		
	<b>Student:</b> <ul style="list-style-type: none"> <li>• Welcome back/Code of Conduct assembly</li> <li>• The First 20 Days of school package</li> <li>• Student Leadership</li> <li>• Police Liaison presentations</li> <li>• Safe Schools Bullying Awareness and Prevention and Student Voice Conferences</li> <li>• Cyber Safety</li> <li>• Digital Citizenship</li> <li>• Public Health presentations</li> <li>- Psychological and social worker services presentations</li> </ul>	<b>Staff:</b> <ul style="list-style-type: none"> <li>• Introduction to Restorative Practice Framework and Circle training</li> <li>• Culturally Responsive Pedagogy training</li> <li>• Safe and Accepting Schools Team training</li> <li>• DDSB Safety Week Open House</li> <li>• Safe Schools Pink Shirt Day and Staff Meeting PowerPoints</li> <li>• Equity representatives training</li> <li>• New Teacher Induction Program (NTIP) training</li> <li>• Public Health presentations</li> <li>• Zones of Regulation Training / Kelso's Choices</li> <li>- Workplace Safety Inspections/Presentations</li> </ul>	<b>Parents:</b> <ul style="list-style-type: none"> <li>• Parents Reaching Out Initiatives</li> <li>• Parents As Partners Conference</li> <li>• Public Health presentations</li> <li>• School Community Council guest speakers</li> <li>• Parent engagement presentations/activities</li> <li>• DDSB Safety Week Open House</li> </ul>

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<b>How We Are Communicating With Students, Staff, Parents and the Community</b>		
<b>COMMUNICATION</b>	To support a whole school approach, the school will communicate with staff, students, parents and the community. Communication methods include:	
	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>• Discussions and conversations</li> <li>• Announcements</li> <li>• Classroom visits</li> <li>• Assemblies</li> <li>• School/Board websites</li> <li>• Newsletter</li> <li>• Student agenda</li> <li>• Social media (Remind, Twitter)</li> <li>• Posters</li> <li>• Google Classroom</li> </ul>	<p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>• Discussions and conversations</li> <li>• Staff meetings</li> <li>• Professional Development days</li> <li>• Weekly memos</li> <li>• E-mails</li> <li>• Committees</li> <li>• Announcements</li> <li>• School/Board websites</li> </ul>

<b>Monitoring Our Progress</b>	
<b>CONTINUOUS IMPROVEMENT</b>	As part of the continuous improvement model, the Bullying Prevention and Intervention Plan will be monitored regularly through:
	<ul style="list-style-type: none"> <li>• Staff Meetings, Committee Meetings, Incident Debriefings</li> <li>• DDSB School Climate and Student Well Being Surveys/Student Attitudinal Surveys</li> <li>• Safe and Accepting Schools Team Training/Meetings</li> <li>• School Improvement Team Meetings</li> <li>• Building Collaborative Inquiry (BCI) Meetings (Primary, Junior, and Intermediate Divisions)</li> <li>• Kindergarten Hubs Meetings</li> <li>• Restorative Practice Training</li> <li>• “Faces on the Data” Meetings (Every Cycle)</li> </ul>

Please visit [www.ddsb.ca](http://www.ddsb.ca) for more information on how the Durham District School Board is supporting student well-being and promoting a positive school climate.

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