

2018 - 2019

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.

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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: J. Paterson

Teacher(s): J. Paterson, L. Paulino, R. Nummey, M. Shepherd

Student(s):

Community Partner(s): School Liaison Officer

Principal: D. Marchand, K. McKibbon

Support Staff: A. Van Oderdyk

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

STRENGTH

- Most students report that they have never been bullied
- Most students know how to report bullying
- Most students have a safe adult they can turn to and trust

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

- Consistent teaching of what bullying is (Ministry definition), the difference between tattling and reporting, the difference between bullying and conflict.
- Discussions around the difference between a bystander and an ally
- Encourage students to report bullying to teachers, support staff, administration and/or parents with the peace of mind that they will be safe

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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.

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| <ol style="list-style-type: none"> 1. Discussions around the difference between a bystander and an ally – including grade appropriate community circles, role play, read aloud activities 2. Character Education (daily on the announcements, in classrooms throughout the month) 3. Information on the Website and in newsletters 4. Ambassadors program where students model supportive interactions with students of all age levels 5. Intramurals at recesses, led by senior students 6. Green Room for alternative recess options | <ol style="list-style-type: none"> 7. Age appropriate anti-bullying presentations 8. Restorative and Community Circles to foster healthy relationships 9. Girls Group to learn how to build and maintain healthy peer relationships 10. Building classrooms norms around Kindness and Mutual Respect 11. Digital Citizenship lessons (teaching children about online safety) 12. Teaching students' language they can use to empower themselves (U Power) |
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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.

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| <ol style="list-style-type: none"> 1. Student created posters around the school promoting anti-bullying awareness and how to be an ally 2. Green Room activity choices 3. Student Involvement at SCC | <ol style="list-style-type: none"> 4. Athletic Council and Intramurals 5. Ambassadors |
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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.

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<p>Student Reporting:</p> <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 	<p>Staff Reporting:</p> <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) 	<p>Parent/Community Reporting:</p> <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
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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

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:

- Furthering school-level support such as connection to a caring adult, classroom and yard considerations, special education considerations, participation in co-curricular programming

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<ul style="list-style-type: none"> • 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:		
	Student: <ol style="list-style-type: none"> 1. Welcome Back / Code of Conduct review in the agenda and in homeroom classes 2. Digital Citizenship lessons 3. Participation in presentations brought into the school (anti-bullying, Police Liaison Officer) 	Staff: <ol style="list-style-type: none"> 1. Follow-up activities from school and SCC initiated programs 2. Where to find resources to support student learning 3. PD offered at a District Level 4. Safe and Accepting School Team 	Parents: <ol style="list-style-type: none"> 1. Support (through home discussions and SCC) of additional programs offered at school 2. Safe and Accepting School Team

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:	
	Students: <ul style="list-style-type: none"> - discussions and conversations - Announcements - Classroom Visits/Walk through - School/Board Website - Newsletter - Student Agendas - Social Media (Remind...etc) Staff: <ul style="list-style-type: none"> - Discussions and conversations 	Parents: <ul style="list-style-type: none"> - Discussions and conversations - School/Board Websites - Parent Engagement Activities (open house, concerts, information nights) - Social Media (Remind...etc) - Student Agendas - Newsletters - Committees

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- Staff meetings
- Division meetings
- PD at District and School Level
- Weekly Reminders (Knights Knews)
- Email
- Social Media
- Committees

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, committee meetings
- School improvement planning

Please visit www.ddsbc.ca for more information on how the Durham District School Board is supporting student well-being and promoting a positive school climate.