

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.

2018 - 2019 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: M. Loscavo

Teacher(s): S. Mercier, J. Walters, B. Danis

Community Partner(s): Public Health Nurse?

Principal: S. Robertson

Support Staff: E. Mayne (EA)

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

- Approximately 87.5% of students were "NOT BULLIED AT ALL" based on their race, culture or skin colour, sexuality, gender, religion and ability.
- 84% of students feel safe at school "ALWAYS or MOST OF THE TIME"
- 70% feel a sense of belonging

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

1. To increase parent/guardian and teacher/staff awareness of available resources that will promote safety, respect and inclusion through education.
2. To create a culture of kindness and inclusiveness by working to eliminate "verbal bullying."
3. To increase student's feelings of safety and security in specific physical environments (e.g. change rooms and washrooms).
4. To create an environment where students feel supported or liked by their peers and teachers.

A W What We are Doing In Our Classrooms and in Our School - Bullying Awareness and Prevention Strategies

2018 - 2019

Bullying Prevention and Intervention Plan

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.

School:

- Implementation of a School-Wide September Character Camp.
- Implementation of a School-Wide Character Education Program/Initiative.
- Monthly "Character Education Assemblies" that reinforce positive character.
- Collaboration with our school liaison officer.
- School observation of Pink Shirt Day, as well as student participation in activities related to this event.
- Each Student has an important voice; School wide use/focus on restorative practice, co-creation of learning (Learning Goals and Success Criteria) and use of initiatives that allow for student leadership development.
- Each student is unique – Individualized "Feather" Activity
- School-wide focus on Zones of Regulation as tool for Self-Regulation and eliminating "behaviour"
- Implementation of student leadership opportunities at all grade levels
- Regular school spirit days (e.g. WEH Wednesdays) and implementation of new "spirit wear"
- Increasing parent engagement, communication and community partnerships (e.g. Twitter, Newsletter, Website, etc.)

Classroom:

- Every classroom will take part in a September Character Camp.
- Every class will embed "Character Education" into programming.
- Individual classrooms will take turns leading/presenting "Character" focussed presentations at assemblies.
- Classroom presentations by school liaison officer.
- Classrooms will engage in Pink Shirt Day activities.
- Student voices will be heard in every classroom through restorative practice (e.g. Circles)
- Programming will be co-created to meet individual student needs and interests.
- Diversity, inclusivity, equity, and well-being will be a priority in classrooms.
- Zones will be used in classrooms to help students regulate.
- Students will be provided with various leadership opportunities in class.

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.

2018 - 2019

Bullying Prevention and Intervention Plan

	<ul style="list-style-type: none"> - Involvement in announcements - Student leadership opportunities (Leadership teams, tech team, library team, etc.) - Ally Week activities - Safe and Accepting School committee are - Eco club - Students design a “leaf” that represent them and who they are. - Restorative practices - Activities that build inclusion in the classroom
--	--

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.		
INTERVENTION	<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

2018 - 2019

Bullying Prevention and Intervention Plan

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
- 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:

- Individual monitoring based on specific needs (e.g., regular check-ins)

2018 - 2019 Bullying Prevention and Intervention Plan

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:			
TRAINING/LEARNING	Student:	Staff:	Parents:
	<ul style="list-style-type: none"> - Welcome back/Code of Conduct assembly - September Character Camp - Character Education embeded into learning - Digital Citizenship Bootcamp - Liaison officer presentations and relationship building - Participation in restorative circles - Bully prevention activities - Variety of cross-curriculars are available 	<ul style="list-style-type: none"> - Use of Restorative Practice - Variety of Safe School Training and Initiatives (Bullying Awareness and Prevention Week, Pink Shirt Day, First aid/CPR/AED training) - Culturally Responsive Pedagogy training - Safe and Accepting Schools Team training - DDSB Safety Week Open House - Building Resiliency through Self-Regulation - Collaboration with community partners - Share information gain from the School Climate Survey - Work as a team to plan parent-engagement initiatives - Staff running co-curricular activities 	<ul style="list-style-type: none"> - Parents and Partners Conference - Public Health Presentations - School Community Council guest speakers - Parent engagement presentations/sessions - Tips/strategy sharing in newsletter and on Twitter. - Parent engagement bulletin board in front hall - Positive communication between home and schools

2018 - 2019

Bullying Prevention and Intervention Plan

COMMUNICATION	How We Are Communicating With Students, Staff, Parents and the Community
	<p>To support a whole school approach, the school will communicate with staff, students, parents and the community. Communication methods include:</p> <ul style="list-style-type: none"> - Announcements - Posters - Leadership initiatives - Character assemblies - Student agenda - Harris Happenings (Staff Weekly Memo) - Emails - Debriefs as appropriate for at risk students - Division meetings - Staff meetings - Connects with community agencies - Case conferences/area team meetings - Website, social media - Newsletter - Surveys - SCC - Parent engagement events - Open houses - Synervoice (phone call home system)

CONTINUOUS	Monitoring Our Progress
	<p>As part of the continuous improvement model, the Bullying Prevention and Intervention Plan will be monitored regularly through:</p> <ul style="list-style-type: none"> - Safe and Accepting Schools Team meetings - Staff meetings, division meetings, department meetings, committee meetings - School improvement planning

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

