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;

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

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

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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: Danny Eastwood/Chris vanderMeer	**Principal:** Riley Lord
Teacher(s): Gary Braid, Marion Foulidis, Kim Jackson, Laurie Josevski	**Support Staff:**
Student(s):	**Parent(s):**
Community Partner(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:

STRENGTHS

- 94 % of students feel safe
- 98 % feel safe in their classrooms.
- 94.8 % of students know how to report bullying at school
- 93.1 % of students support others
- 93.2 of the students feel that they are good students

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

- *We will decrease verbal bullying at school*
- *We will decrease social bullying at school*
- *We will decrease the number of times students feel bullied at school*
- *We will decrease the percentage of students feeling unsafe in the washrooms*
- *We will decrease the number of people who felt that they were Cyber Bullyied*

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.

AWARENESS AND PREVENTION

Fostering Healthy Relationships:
Community Circles; Health Curriculum; Equity Allies; Intramurals; Grade 6-8 Leadership Program; Orange, Purple and Pink shirt days; Big Brother and Big Sister program; Recognizing different cultures; Announcements; Autism awareness; Food and clothing drives; Human rights awareness; Spirit days; Zones of Regulation; School sports intramurals; Student involvement in character development through the introduction of the house system

Self-Regulation:
School-wide implementation of the Zones of Regulation; Self-regulation tools available in all classrooms; Flexible classroom arrangements; Spark Bike; Chill room; Outdoor classroom; Butterfly garden; Movement breaks built into classroom structure; Self-regulation strategies embedded within school/classroom practice

Bully Awareness and Prevention:
Bullying Awareness and Prevention Week Activities; Pink Shirt Day Activities; SCC workshops; Kindness dog program; Students Ambassadors (house leaders); , "Up-stander" training delivered by the Safe and Accepting Schools Team; Painted pavement games; Peer support; Terry Fox buddies; Breaking down stereo types through clubs and teams

Character Education:
Random Act of Kindness Week; Character education embedded in programming; Tribes related activities; Creation of a school wide house system to develop and enhance character awareness

Community Engagement:
Food/clothing/charity drives; Musical performances (seniors residence); Terry Fox School Run; Career fair

Equity and Inclusive Education:
Equity and inclusive education embedded in programming; Girl Talk; Announcements; Equity Allies; GSA club

Positive Mental Health:
Children's Mental Health Week Activities; Well Being; Clubs and activities; School spirit days; Restorative Practices; Restorative Practice classroom circles; Following the "Foundations of Restorative Practice"

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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.

- *Increased student involvement through the Ambassadors program*
- *Creating house system where all members are active in character development*
- *Student leadership opportunities: Ambassadors, Equity Allies, Student Council, Presentations, Announcements, Office helpers, Library helpers*

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:
• 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	• "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)	• 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:

- 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)

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:	Staff:	Parents:
Code of Conduct review	*Restorative Practice: Facilitating Formal Restorative Conferences training*	*Parents Reaching Out Initiatives*
Police liaison presentations – cyber bullying	Culturally Responsive Pedagogy training	*Parents as Partners Conference*
Community partnership presentations –Kindness program	School Climate Survey/Safe and Accepting Schools Team training	Regional SCC events
Making Healthy Choices	DDSB Safety Week Open House	*Public Health presentations*
Public Health presentations	Applied Suicide Intervention Skills Training (ASIST)	*School Community Council guest speakers (list speakers)*
		Parent engagement presentations/activities (list presentations)

Students Together Against Racism (STAR) *Student Voice Conference*	*Violence Threat Risk Assessment (VTRA) Protocol training* *Safe Schools Bullying Awareness and Prevention Week conference* Emotional Intelligence training *Self-Regulation training with Dr. Stuart Shanker* Equity representatives training New Teacher Induction Program (NTIP) training Tiered Approach to Mental Health training *Public Health presentations (list presentations)* *Islamophobia "Let's talk" training* Embedding Muslim perspectives in the curriculum Infusing Afrocentric perspectives in the classroom Rapid Deployment Emergency Response training	DDSB Safety Week Open House DDSB Welcome Back BBQ

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:

Introduction of house system that is connected to the elements of the medicine wheel and the character traits:
Assemblies
Announcements
Classroom visits
School/Board websites/Social Media
School Newsletter
Posters/Information Board
Staff meetings
Professional activity days
Weekly staff memo

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, department meetings, committee meetings • SIPSAW team meetings • SCC / parent meetings as appropriate

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.

SAFE SCHOOLS
Durham District School Board