

2023 - 2024

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.

PPM 144

2023 - 2024

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: Paul Reed

Principal: Paul Reed

Teacher(s): Courtney Milne, Marni Deklerk, Stephanie Jerva, Anne Kipp

Student(s): Grade 8 Student Leaders

Parent(s): SCC Council

Community Partner(s): Constable S. Puckrin and Constable H. Adams

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

The most significant strengths from our School Climate Survey are indicated in the following results;

Students: 91% **Feel that school is a welcoming place**

Students: 86% **Feel that they matter at school**

Students: 96% **Feel accepted by the adults at school**

Staff: 89% believe that educators and school staff take steps to ensure safety and inclusivity for all 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

The specific Bullying Prevention and Intervention Goal Statements that will drive our actions for this school year are:

Areas for Growth –

28% of students feel like they don't matter to peers;

17% of students feel like they have nobody to talk to at school when feeling sad, anxious, angry, stressed, or confused.

- To further educate students on where/how to seek support when they are feeling certain emotions (e.g. sad, anxious, stressed, confused, etc...)

- To be an ALLY to any person made to feel marginalized in our building

- School-wide focus on identity, mattering, and belonging. **School Priorities directly related to these goals.**

- School-wide engagement with Wellness and Mental Health activities, including Community Circles and The Problem-Solving Factory visual.

- To continue Self-Regulation activities, and embed the concepts throughout the academic and social realms of the school

- To have students use the Zones of Regulation as a daily tracking device for how students are feeling

- To establish the office, chill chairs, Sensory Room, and classroom calming areas as Safe Places to Self-Regulate – A Preventative Approach

- To use a Bias-Aware Approach to the Equitable Framework for Progressive Discipline. Consider this when applying student behaviour consequences and use Restorative Practices to repair student relationships

2023 - 2024

Bullying Prevention and Intervention Plan

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.

Student Level

- Healthy relationships (e.g., Restorative Practices or Relationship Repair between students)

Classroom Level

- Caring Staff Members · Positive Sense of Self
- Problem Solving and Decision-Making Skills
- Self-Regulation Activities · Zones of Regulation
- Community Circles in the classroom · WITS Strategy
- Ensure students are aware of trusted adults and avenues of support · Activities on Cyber-Bullying · Conflict vs Bullying

School Level

- Character Education · Bully Prevention and Awareness
- Random Acts of Kindness · Problem Solving Factory
- Safe and Accepting Schools Team · Mentor Texts
- WITS Strategy (Walk away, Ignore, Talk it out, Seek help) school wide and referenced in daily announcements
- Leadership Roles for Students · Assemblies · Rise Up! Club
- Mattering Activities · Morning Announcements · Gotchas

Board Level

- Be an Ally · Progressive Discipline: A Bias-Aware Approach
- Restorative Practice · Culturally Responsive Pedagogy
- Equity and Inclusive Education
- First Nations, Metis, and Inuit Perspectives · Pink Shirt Day
- Student Voices · Bully Prevention and Awareness

Parent/Community Level

- Report Bullying Now · Community Involvement Activities
- School Liaison Officer · SCC input and events · Fun Fair

AWARENESS AND PREVENTION

2023 - 2024

Bullying Prevention and Intervention Plan

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.

- Student Leadership– support school wide routines (e.g., morning announcements), jobs, and initiatives.
- Classroom Initiatives - Instill Character Education traits of Kindness, Respect, Empathy, Teamwork
- SCC Student rep
- Leadership opportunities within the school – Office Helpers, Kindergarten Helpers, Breakfast Club, Door Holders, etc.
- Well-Being and School Climate Survey

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
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2023 - 2024

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
- Direct teaching on “bullying” vs “a conflict” or “disagreement.”
- Implementing a Safe Schools Student Safety Plan, and Student Brief, 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)

2023 - 2024

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	<p>Student:</p> <ul style="list-style-type: none"> · Police Liaison presentations · Safe Schools Bullying Awareness and Prevention Training · Safe Schools Student Voice Project · Talking About Mental Illness (TAMI) · Cyber Safety · Digital Citizenship · Phoenix Entry – Rising to Success 	<p>Staff:</p> <ul style="list-style-type: none"> · Culturally Relevant and Responsive Pedagogy (CRRP) Inservice · School Climate Survey/Safe and Accepting Schools Team Training · Bullying Prevention Activities · PD on the Human Rights Policy · 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 activities · PD and consultation on Indigenous Education · PD and consultation on supporting students from the 2SLGBTQ+ community · Equity memos · New Teacher Induction Program (NTIP) training · Staff Book Clubs · ASIST training for staff 	<p>Parents:</p> <ul style="list-style-type: none"> · Parents Reaching Out Initiatives · Parents as Partners Conference · Parent engagement presentations/activities · SCC Meetings and Minutes · DDSB Safety Week

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 · Classroom Visits 	<ul style="list-style-type: none"> · Discussions and Conversations · Staff Meetings · Division Meetings

2023 - 2024

Bullying Prevention and Intervention Plan

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| <ul style="list-style-type: none">· Assemblies· School/Board Websites· Newsletters/ School Sign/ School TV Monitor· Student Agendas· Social Media/ Twitter/ Remind App· Posters | <ul style="list-style-type: none">· Professional Development Days· Monday Memo· E-mails/Remind/School Newsletter· Committees· Special Education School Support Team Meetings· School Website |
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**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
- 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.

