

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.

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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: Tanya Buller

Teacher(s): Jacqueline Dunn-Gabrielle, Sandi Hall, Amy ter Borg

Student(s): Kaelan R., Grace A., Aula A., Troy L.

Community Partner(s): Constable Dimech, DRPS Liason Officer

Agnes Tynski, Durham Region Public Health Nurse

Principal: Lisa Hill

Support Staff:

Parent(s): Karen Ommert

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

- 77% of students know where to ask for help and feel there is someone they can talk to when they feel sad, anxious, stressed
- 75% of student feel they are respected by other students
- 79% of students feel they belong
- 80% of students have never been bullied
- 79% of students feel people from other cultures are respected

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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. Implement equitable and inclusive initiatives and school/classroom practices so that all students see themselves equally represented within our school community (SEF -4.6)
2. School wide focus on Restorative Practise and Zones of Regulation for student well-being (SFE – 3.1)
3. Continue to deepen the understanding of and language surrounding Bullying and its impact, and empower students to find effective ways to prevent, intervene and/or report in cases where bullying exists (SEF – 3.4)

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.

- Bullying Awareness and Prevention & Mental Health and Well-Being as areas of focus. Focus on Mattering.
- Leadership Teams
- Restorative Practice/Community Circles
- Community Involvement Activities – CAREA classroom presentations. Autism Durham Classroom Presentations. Grandview school presentations on Abilities Awareness and Mental Health and Well-Being Speaker, Ian Brown. Kindness Club Classroom Visits
- Character Education – monthly focus
- Culturally Relevant and Responsive Pedagogy
- Well-Being focus through Self-Regulation and Zones of Regulation
- Fostering a growth mindset
- Inquiry learning and differentiated assessments based on student interest and needs
- Mindfulness practice
- Progressive Discipline: A Bias-Free Approach
- School-based community events (Mental Health and Well-Being Night)

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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.

- Student Leadership Team running student led initiatives and school morning announcements
- Student voice in School Self-Assessment
- Equity and Inclusive Education Strategies
- Bully Prevention Initiatives (Bully Awareness and Prevention Week, Pink Shirt Day)
- Healthy Kids Challenge
- Positive Mental Health initiatives
- Spirit Days
- Awareness Days (Orange Shirt Day, Dress Purple Day, etc.)

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

Student 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

Staff Reporting:

- “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)

Parent/Community Reporting:

- 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
- 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)

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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:		
	<ul style="list-style-type: none"> • Me To We Group • Digital Citizenship • Restorative/Community Circles • Self-regulation learning/awareness • Professional cultural awareness presentations to students • Equity Presentations to students • STAR Student Voice Conference • Yoga Club • Coding Club • Leadership opportunities inside and outside of the school • School Climate Survey • TAMI Summit • Welcome Back Assemblies – Divisional • Student-Led Assemblies • Student-Led Announcements 	Staff:	
		<ul style="list-style-type: none"> • Safe and Accepting Schools Team training • School Climate Survey • Early Development Index Training • Self-regulation Training • Restorative Practices Framework and Circle Training • Public Health Presentations • Anti-Oppression Training • GSA Training • Violence Threat Risk Assessment Training • Applied Suicide Intervention Skills Training • DDSB Safety Week Open House • Mental Health First Aid for Adults Who Interact with Youth Training • Behaviour Management Systems Training • Psychological First Aid Training • Emotional Intelligence Training • New Teacher Induction Program Training • Infusing Afrocentric perspectives in the classroom • Culturally Responsive Pedagogy training • Well-Being Awareness • Culturally Relevant and Responsive Pedagogy 	Parents:
			<ul style="list-style-type: none"> • Family Mental Health and Well-Being Night • Coffee Chats with DRPH Nurse, Agnes • Curriculum Night • SCC meetings/emails • Regional SCC events

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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:

COMMUNICATION

- School website
- School Newsletters
- REMIND
- Instagram
- Assemblies
- SCC meetings
- SCC emails
- Announcements
- Twitter
- Weekly staff memo
- PA Days
- Information board – parents/guardians/families and students
- Front foyer screen with school information
- Student and Parent/Guardian Bulletin Boards
- Student Agenda
- Parent Engagement activities
- School Messenger

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Monitoring Our Progress

As part of the continuous improvement model, the Bullying Prevention and Intervention Plan will be monitored regularly through:

**CONTINUOUS
IMPROVEMENT**

- Safe and Accepting Schools Team meetings
- Staff meetings, division meetings, department meetings, committee meetings
- School improvement planning
- School Self-Assessment
- Leadership Team Meetings
- School Climate Survey Data
- Survey Monkey Survey Data – all stakeholders

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.

