

## 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.

## 2019 - 2020 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:** Karen Lowhar

**Teacher(s):** Marin Asllani

**Student(s):** Syanne B., Alexandra P., Hasnain R.

**Community Partner(s):** A. Tynski, Public Health Nurse

**Principal:** Gary Lew

**Support Staff:**

**Parent(s):**

### What the Data Tells Us - School Climate Surveys and Other Data

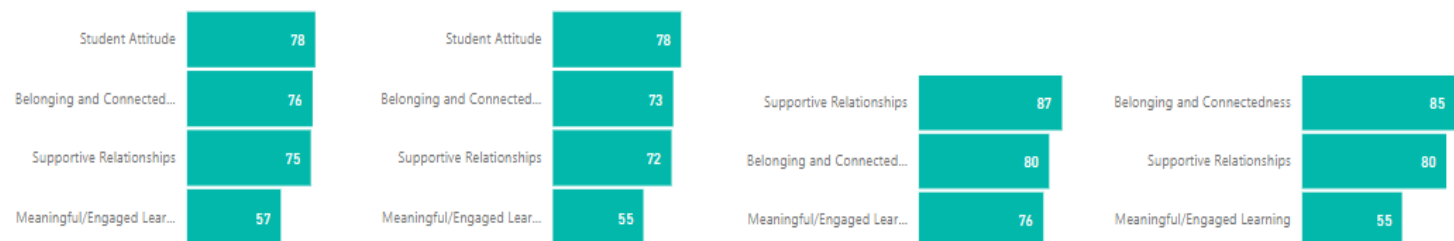
As part of the on-going monitoring and evaluation process, schools gather data from a various of sources, including school climate surveys of students, staff and parents every two years. Our school data indicates the following:

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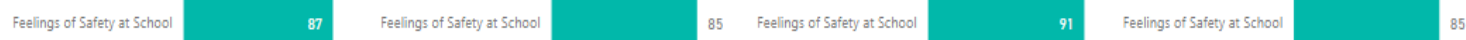
### School Climate and Wellbeing Survey Overview 2018 – 2019

All Respondents	Students	Staff	Parents
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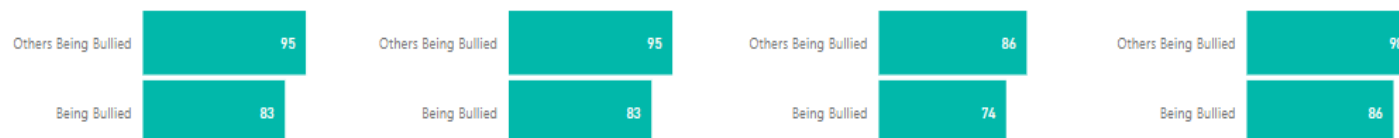
#### Percentage that Agree or Strongly Agree



#### Percentage that Feel Safe or Very Safe



#### Percentage that have NOT been or seen others bullied



Above standard achievement in the 2018-2019 EQAO Primary and Junior Assessments of Reading, Writing and Mathematics

- Staff alignment around our 3 Common Core Commitments (assessment, guided practice and inquiry-based learning)
- Extensive extra-curricular activities offered by staff/school
- School Events/Activities (e.g. Character Education Assemblies, School Concerts, Spirit Days)
- High level of student and staff leadership and capacity-building

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.

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## Bullying Prevention and Intervention Plan

### GOALS

Students and Staff:

- through a whole school approach, connect the character trait each month to research-based and/or board supported strategies (making connections between staff and students, i.e., Mental Health & Well-Being, Safe & Accepting Schools and Equity & Inclusive training), while fostering a sense of community and inclusivity where everyone is engaged and feels safe and accepted; to build student leadership, choice and voice through culturally relevant and responsive pedagogy
- increase feelings of safety among students by 15% (from 85% to 100%)
- increase students sense of belonging and connectedness to the school by 27% (from 73% to 100%)
- increase the level of support that students believe that they have at school by 28% (from 72% to 100%)
- continue to engage parents as partners in the school and, also, provide academic and mental health strategies to assist parents/guardians in supporting their child/children at home through the DDSB Ignite Learning Strategic Plan
- to support mental health & well-being, we will build upon strategies and initiatives developed and implemented last year to continue to support self-regulation

### 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.**

- Fostering a sense of community, both within classrooms and throughout the school through community circles, learning buddies, co-operative learning, character education and diversity foci, student mentors (mental-health and wellbeing focus –Chill Zones, Flexible Seating, Spirit Days/Spirit Week)
- Strategically bringing awareness to the difference between conflict and bullying, teasing and taunting, tattling and reporting and Bystanding and Upstanding (student leadership team)
- Orange and Pink Shirt Day, Bullying Prevention week, school fundraising events
- Recognizing students and staff who exemplify the caring community we want at Altona Forest.
- School-wide foci on research-based interventions (caring adult, self regulation, positive mental health, growth mindset, explicit teaching of positive conflict prevention and resolution strategies, with a focus on self-regulation
- Bias-free progressive discipline and restorative practices (all staff provided with question lanyards for restorative practice to ensure consistent 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.

- Student participation on the Safe and Accepting Schools Team
- Student-led character assemblies
- Leaders of Today (Student Leadership Group)

### 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:

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## Bullying Prevention and Intervention Plan

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| <ul style="list-style-type: none"> <li>• Reporting bullying to a trusted adult (e.g., parent, teacher, administrator, support staff, police liaison officer)</li> <li>• Using the “Report Bullying Now” button on the school/board website</li> </ul> | <ul style="list-style-type: none"> <li>• “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)</li> <li>• 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)</li> </ul> | <ul style="list-style-type: none"> <li>• Reporting bullying to the classroom teacher, support staff and/or administration</li> <li>• Using the “Report Bullying Now” button on the school website</li> </ul> |
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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
- Anticipate any behaviour that might lead to bullying and address and situation before it can potentially escalate.
- 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"> <li>Implementing board-level supports such as social work or psychological services (with consent)</li> <li>Identifying community support resources</li> <li>Implementing a Safe Schools Student Safety Plan and/or Support and Responsibility Agreement (SRA), when necessary</li> </ul>
	<b>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:</b> <ul style="list-style-type: none"> <li>Individual monitoring based on specific needs (e.g., regular check-ins)</li> </ul>

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	<b>Student:</b> Welcome Back/Code of Conduct assembly <ul style="list-style-type: none"> <li>Police Liaison presentations</li> <li>Safe Schools Bullying Awareness and Prevention Week</li> <li>Student Focus Groups</li> <li>Sewing Program (supporting self regulation)</li> <li>TAMI (Talking About Mental Illness)</li> <li>Cyber Safety &amp; Digital Citizenship <ul style="list-style-type: none"> <li>Public health nurse support</li> </ul> </li> <li>SERT and board staff support (social worker, etc.)</li> </ul>	<b>Staff:</b> Culturally Responsive Pedagogy training <ul style="list-style-type: none"> <li>School Climate Survey/Safe and Accepting Schools Team training</li> <li>DDSB Safety Week Open House</li> <li>Violence Threat Risk Assessment Protocol and ASSIST (Applied Suicide Intervention) training</li> <li>Section of our monthly staff meeting, e.g Bullying Awareness and Prevention Week and Pink Shirt Day; staff meeting; PowerPoints</li> <li>Building Resiliency through Self-Regulation (Dr. Stuart Shanker)</li> <li>Equity representatives training</li> </ul>	<b>Parents:</b> Parents Reaching Out initiative/event <ul style="list-style-type: none"> <li>School Community Council guest speakers</li> <li>Parent engagement presentations/activities</li> <li>DDSB Safety Week Open House</li> </ul>

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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:			
<b>COMMUNICATION</b>	Students	Staff	Parents and the community
	<b>Students:</b> Discussions and conversations <ul style="list-style-type: none"> <li>• Announcements</li> <li>• Classroom visits</li> <li>• Assemblies</li> <li>• School/Board websites</li> <li>• Newsletter</li> <li>• Student agenda</li> <li>• Social media</li> <li>• Posters</li> </ul>	<b>Staff:</b> Discussions and conversations <ul style="list-style-type: none"> <li>• Staff meetings</li> <li>• Department/Division meetings</li> <li>• Professional development days</li> <li>• Weekly memo</li> <li>• E-mails</li> <li>• Social media (Twitter/Remind)</li> <li>• Committees</li> <li>• Professional learning networks</li> <li>• School/Board websites</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions and conversations</li> <li>• School/Board websites</li> <li>• Parent engagement activities (e.g., assemblies, concerts, information nights)</li> <li>• Social media</li> <li>• Student agenda</li> <li>• Newsletters</li> <li>• Committees</li> <li>• School Messenger</li> </ul>



## 2019 - 2020 Bullying Prevention and Intervention Plan

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
- Climate surveys to track student voice and impact on their level of “safeness” within their school day

Please visit [www.ddsb.ca](http://www.ddsb.ca) for more information on how the Durham District School Board is supporting student well-being and promoting a positive school climate.

