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

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

website that may be accessed by one or more individuals.

PPM 144

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: Nahed Salama, Vice Principal	**Principal:** Margeaux Levy
Teacher(s): Kelly Smith, Teacher - Christopher Ryckman, Teacher	**Support Staff:** TBD
Student(s): TBD	**Parent(s):** Speranza Pagliuso - Elizabeth Cacevski
Community Partner(s): TBD	

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 variety of sources, including school climate surveys of students, staff and parents every two years. Our school data indicates the following:

STRENGTHS

- 70.9% of students, staff, and parents/guardians feel that their culture is represented at Altona Forest P.S. (2024-2025 school climate survey)

- 83.5% of students, staff, and parents/guardians feel that at Altona Forest P.S. staff believe that students can succeed (2024-2025 school climate survey)

- 53.4% of students, staff and parents/guardians feel accepted by staff (2024-2025 school climate survey)

- 67.3% of students, staff and parents/guardians feel that students are interested in the topics taught (2024-2025 school climate survey)

- 42% of students, staff, and parent/guardians feel a sense of belonging at school (2022-2023 school climate survey)l

- 76.2% of students, staff, and parent/guardians feel safe at school (2024-2025 school climate survey)

Altona Forest P.S.

2025 - 2026
Bullying Prevention and Intervention Plan

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

- To work towards ensuring that all students and staff feel that they are connected to other students and staff. (Belonging/Connectedness).
- To enhance student voice to provide students with opportunities to contribute to their learning experiences.
- To enhance both students and parents understanding of bullying (add a section to the newsletter)
- Teachers will continue to share meaningful lessons and activities
- Pink shirt day presentation (Powerpoint)
- Plan initiatives for the week before Pink Shirt Day

AWARENESS/PREVEN

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)
- Participation in Announcement Team/Assembly Team
- Participation in Extracurriculars (Sports/Arts)
- Report Bullying Now tool
- Kindergarten and Primary Lunch Helpers

Classroom Level
- Caring Staff Members
- Community Circles (Restorative Practice)
- Self-Regulation (incl. Zones of Regulation)
- Focus on Mattering, Connections and Student Voice
- 20 days of Well-Being implemented into all classrooms
- Consistent Messaging
- Positive Reinforcement

Board Level Initiatives Reflected in Our School
- Bias-Aware Progressive Discipline
- CCPI
- Culturally Reflective and Responsive Pedagogy
- 2SLGBTQ Affinity Group
- Equity and Inclusive Education
- Positive Mental Health and Well-Being
- Pink Shirt Day
- 4 staff members are ASIST Trained
- Bully Prevention and Awareness
- Indigenous Circles

T I O N

- Student Break Cards to assist with Self Regulation

School Level
- Self-Regulation
- Safe Schools Division Focused Assemblies
- Character Education Assemblies
- Bully Prevention and Awareness (@classroom level too)
- School Safety Week
- Safe and Accepting Schools Team
- Sense of belonging (in Clubs & Teams)
- Lunch Supervisors trained on Restorative Practices
- A portion of each staff meeting is focused on well-being/mental health
- Big Sisters Mentoring Program
- Consistent Messaging
- Yard/Recess Areas- signs on doors and yards

Parent/Community Level
- School-based Community Involvement Activities/Events
- SCC Aware of BPIP Initiatives happening at the school

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.

- Assembly Leadership Team
- Announcement Leadership Team
- Community Circles
- Safe Schools Classroom Lessons
- Safe Schools Assemblies

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:
- 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

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/reviewing a Special Education Student Safety Plan, when appropriate
- All staff and OTs are aware of the Student Briefs Binder

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 classroom and yard considerations, and special education considerations
- 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)

TRAINI

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:
- Welcome Back/Code of Conduct Classroom Review
- Indigenous Rights and Human Rights in schools and classrooms

Staff:
- Workplace Safety Presentations
- Safe and Accepting Schools Team Training
- Culturally Responsive Pedagogy Training
- School Climate Survey Training

Parents:
- Parents Reaching Out Initiatives
- In- Person Meet the Teacher
- Public Health Presentations

NG/LEARNING

- Report Bullying Now successfully implemented and used
- Character Education is embedded in the curriculum
- Bully prevention is embedded in lessons
- Classroom lessons on difference between conflict and bullying
- Use of Community Circles

- DDSB Safety Week
- Applied Suicide Intervention Skills Training (ASIST)
- Violence Risk Assessment Protocol Training (VTRA)
- Equity Professional Development
- Well-Being Focus
- New Teacher Induction Program (NTIP) Training

- SCC Presentations
- Welcome to Kindergarten Day
- Parent/Community/Family Engagement Events

COMMUNICATI

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:

- Discussions and conversations
- Announcements
- Character Education Assemblies
- School and Board Websites
- Weekly Forest Flash
- Community Circle discussions

- Bulletin Board Displays (including but not limited to the Character Ed Monthly Bulletin Board)
- Staff and Division Meetings and Lead Meetings
- Professional Activity (PA) Days
- Weekly Staff Memos (WAG)
- Weekly Parent Communication (Forest Flash)
- School Community Council (SCC)

O N

C O N T I N U O U S I M P R O V E M E N T	**Monitoring Our Progress**
	As part of the continuous improvement model, the Bullying Prevention and Intervention Plan will be monitored regularly through:
	- Staff meetings, division meetings, leadership team 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.

SAFE SCHOOLS
Durham District School Board