

2020-2021 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.

2020-2021 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: Sabrina Hooper

Principal: S. Hooper

Teacher(s): Kelly Smith, Victoria Caldwell

Student(s):

Parent(s):

Community Partner(s): Public Health Nurse

Support Staff:

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:

High achievement in EQAO and Report Card results, Curriculum and Teaching Practice

-Staff and Student Capacity (Staff Leads)

-Extracurricular and School/Student Events (where possible), i.e., Character Education Assemblies, Student Council, Athletic Events, etc.

School Climate Survey – 87% of students feel safe in the classroom all or most of the time

MEANINGFUL/ENGAGED LEARNING:

*Discrepancy between Students/Staff/Parents

STRENGTHS



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.

2020-2021

Bullying Prevention and Intervention Plan

GOALS

1. Students – all three divisions will have a focus related to a safe and accepting school, where everyone is engaged, safe and accepted, in an inclusive school community
 - increase feelings of safety among students
 - increase students sense of belonging and connectedness to the school
2. Parents – continue to engage parents as partners in the school, but 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
3. Staff – to provide culturally responsive pedagogy to allow students to reflect upon their interests, culture and academic pathways
 - provide staff with well-being resources to assist with the students sense of belonging and connectedness (ie. The First 20 Days of Well-Being)

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.

- Building resiliency through student voice – Leader of Today
- Character Education Assemblies – awards are given to a student from each class at monthly Celebrations of Success
- Self-Regulation tools available
- Conflict resolution
 - Pink Shirt Day
 - Spirit Days
- Progressive Discipline: A Bias-free Approach
- Strategies to deal with well-being and equity at staff meetings and throughout classes

How “Student Voice” is Present in Our School - Bullying Awareness and Prevention Strategies

2020-2021 Bullying Prevention and Intervention Plan

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.

Possibilities might include initiatives from:

- Leaders of Today
- Changemakers
- Bullying Awareness and Prevention Week Conference

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:	Staff Reporting:
	<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 	<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)
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:		
<ul style="list-style-type: none"> • 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 		

2020-2021 Bullying Prevention and Intervention Plan

- 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:
	<ul style="list-style-type: none"> • 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:
	<ul style="list-style-type: none"> • Individual monitoring based on specific needs (e.g., regular check-ins)

TRAINING/LEARNIN	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: <ul style="list-style-type: none"> • Welcome Back/Code of Conduct Classroom Review • Digital Citizenship • Report Bullying Now successfully implemented and used • Well-Being Committee • Character Education is embedded in the curriculum 	Staff: <ul style="list-style-type: none"> • School Climate Survey/Safe and Accepting Schools Team training • Violence Threat Risk Assessment Protocol training • Safe Schools Bullying Awareness and Prevention Week • Pink Shirt Day 	Parents: <ul style="list-style-type: none"> • Report Bullying Now successfully implemented and used • Parents Reaching Out Event • Attend Learning Skills / Character Education Assemblies • DDSB Safety Week Open House

2020-2021

Bullying Prevention and Intervention Plan

	<ul style="list-style-type: none"> • Bully prevention is embedded in daily lessons • Classroom lessons on difference between conflict and bullying • Pink Shirt Day 	<ul style="list-style-type: none"> • Regular review of well-being resources available to staff • New Teacher Induction Program (NTIP) Training 	<ul style="list-style-type: none"> • Parent Engagement Activities
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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

- Discussions and conversations, Phone Calls and Meetings
- Announcements
- Classroom lessons
- Assemblies
- School / Board websites
- Student Council Activities
- Student Agenda
- Social Media
- Posters
- Staff Meetings, Department / Division meetings, Professional Development Days
- Weekly memo
- E-mails
- Social media
- Professional Learning Networks

Monitoring Our Progress

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

CONTINUOUS

- Safe and Accepting Schools Team meetings
- Staff meetings, division meetings, department meetings, committee meetings
- School improvement planning

2020-2021 Bullying Prevention and Intervention Plan

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.

