

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: Frank Mauceri

Teacher(s): Wendy Stewart

Student(s):

Community Partner(s):

Principal: T. Cant

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:

STRENGTHS

- 95.4% of students always or most of the time reported that they are safe at school
 - 96.4% of students always or most of the time reported that they are expected to do good work
 - 86.9% of students always or most of the time reported that they like school
 - 85.2% of students always or most of the time reported that they belong
 - 85.6% of students always or most of the time reported that they are treated with respect
 - 82.6% of students always or most of the time reported that they know where to ask for help
 - 90.6% of students reported that they were aware of how to report bullying
- (Source: DDSB Student Climate Survey for Students – April 2018)

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

- On the 2017 School Climate Survey for Students:
- 100% of students in Grades 4 through 8 will report feeling safe at school
- 100% of students in Grades 4 through 8 will report that they know where to ask for help
- 100% of students in Grades 4 through 8 will report that they know how to report bullying using the 'Report Bullying Now' tab on the school website
- By June 2019:
- Two or more members of the Safe and Accepting School Team will engage in ongoing professional learning on Self-Regulation and Building Resiliency
- Two or more members of the Safe and Accepting School Team will engage in ongoing professional learning on Inclusivity and Equitable Outcomes

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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 self-regulation and kindness
- Bullying awareness and prevention (be an "Upstander" not a "Bystander")
- Caring adults (building relationships/connections with teachers, administrators, SERT)
- Monthly Character Education assemblies focusing around the 10 DDSB Character Traits and the "Well Being" pillar of our SIPSAW
- Equity and Inclusive education
- Culturally responsive pedagogy
- Zones of Regulation training
- Progressive Discipline: A Bias-Free Approach
- Growth Mindset Training
- Lunch on the Lawn
- Spirit Days
- Cyber Safety Training/Anti Bullying Presentation by DRPS

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.

The following clubs/activities/initiatives are offered for all students to promote a positive school climate and build "Student Voice": Book Club, Chess Club, Folk Dancing, Craft Club, Yoga, Dodgeball, Lego Club, Mathletics, Mathletes, Talent Show, Leadership Club, Wonderland Band Trip, Arts Night, St. Donat French Immersion overnight trip, Coding Club, Track and Field Day at Civic Field, Volleyball, Badminton Club, Basketball, Down Syndrome Day, World Autism Awareness Day, SCC Dance a Thon, School Alliance for Student Songwriters (SASS), Choir, Various Bands, Movember Month activities, Orange Shirt Day, Guitar Club, Craft Club, School Wide Wellness Runs on Monday, Wednesday, and Friday, Partnering with Durham Regional Police Service and LCBO to create bags handed out at LCBO discouraging drinking and driving, Pink Shirt Day, First 20 Days of Wellness

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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’s 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 a Safe Schools Student Safety Plan, when necessary
- Implementing/reviewing a Special Education Behaviour Safety Plan, when appropriate

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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/LEARNING	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:		
	<p>Student:</p> <ul style="list-style-type: none"> • Safe Schools Bullying Awareness and Prevention and Student Voice Conferences • Cyber Safety • Police Liaison presentations • Digital Citizenship • Conflict resolution strategies explicitly taught to students • First 20 Days of Wellness 	<p>Staff:</p> <ul style="list-style-type: none"> • Continue to focus on Restorative Practices • Culturally Responsive and Relevant Pedagogy training • School Climate Survey/Safe and Accepting Schools Team training • DDSB Safety Week Open House • Violence Threat Risk Assessment Protocol training (Administration) • Safe Schools Bullying Awareness and Prevention Week and Pink Shirt Day staff meeting PowerPoints • Building Resiliency through Self-Regulation • Learning networks • New Teacher Induction Program (NTIP) training 	<p>Parents:</p> <ul style="list-style-type: none"> • Parents Reaching Out Initiatives • Parents as Partners Conference • School Community Council (SCC) presentations on Bias Free Progressive Discipline, Restorative Practice, Zones of Regulation • Parent engagement presentations/activities • DDSB Safety Week Open House

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COMMUNICATION	How We Are Communicating With Students, Staff, Parents and the Community
	<p>To support a whole school approach, the school will communicate with staff, students, parents and the community. Communication methods include:</p> <p>Students: Discussions and conversations, Announcements, Classroom visits, Monthly Awards Assemblies, School/Board websites, Newsletters, Student agenda, Social media (Twitter), Posters</p> <p>Staff: Discussions and conversations, Staff meetings, Division meetings, Professional development days, Weekly memo, E-mails, Social media (Twitter), Committees, School/Board websites</p> <p>Parents: Discussions and conversations, School/Board websites, Parent engagement activities (e.g., Open house, assemblies, concerts, information nights), Social media (Twitter), Student agenda, Newsletters, Committees, Synervoice</p>

CONTINUOUS	Monitoring Our Progress
	<p>As part of the continuous improvement model, the Bullying Prevention and Intervention Plan will be monitored regularly through:</p> <ul style="list-style-type: none"> • Safe and Accepting Schools Team meetings • Staff meetings, division meetings, committee meetings • DDSB School Climate Survey/Safe and Accepting Schools Team training

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.