

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: Jill Wastle

Teacher(s): A. Meunier, S. Jerva

Student(s): Leadership Team

Community Partner(s): Fallingbrook Police Liaison Officer & School Nurse

Principal: Kim Joseph, Principal Charmaine Fernandes, Vice-Principal

Support Staff: Kelly Hosier (SERT)

Parent(s): Leigh Arundell

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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| STRENGT | <ul style="list-style-type: none"> • 90% of student body believe that people from all cultures are respected at school (increased from 86% 2018/2019) • 81% students feel a sense of belonging • 85% students report that they have never been bullied at school |
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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.

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| GOALS | <ul style="list-style-type: none"> • <i>Self-regulation will be embedded into practice to assist students in being calm, alert and ready to learn (to strengthen social and emotional needs of students through restorative practices)</i> • <i>Fostering a sense of belonging in our student population</i> • <i>Support the whole child (well-being, academic, social, physical, mental)</i> • <i>Each student will be able to identify a safe and caring adult (e.g., teacher, coach, office staff, administrator, Educational Assistant, Lunch supervisor) within the school community who knows their individual story (interests, etc.) – currently 75% of students feel that they matter</i> |
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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.

- *Zones of Regulation (teaching and practice in classrooms, self-regulation bin in office, students self-assess their learning skills and areas of personal growth*
- *Self-regulation committee presents at all staff meeting to build staff capacity and support practices*
- *We have activities/teams such as "Be the Change", primary, junior and intermediate houseleagues, ECO Club, sports teams, music and art clubs*
- *Connect with school nurse*
- *Follow the Progressive Discipline framework and Restorative Practice*
- *Share Well-being and Safe Schools newsletters with staff and community*
- *Wellness Wednesdays*
- *Spark bikes for self-regulation*
- *International Day of Pink, Bullying Conference for Junior and Intermediate students*
- *Children's Mental Health week activities*
- *Well-being Mentor text kit*

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.

- *STEM, SKYPE, Music, Art clubs*
- *Student-led and generated clubs*
- *Be the Change group*
- *Student Mentors (e.g., vaping workshops, bullying conference, peer buddies)*
- *Flexible seating*
- *Student-led morning announcement*
- *Student leadership: office helpers, Kindergarten helpers, house leagues, assemblies, etc.*
- *TAMI (Talking About Mental Illness) – intermediates*

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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.		
	<p>Student Reporting:</p> <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 	<p>Staff Reporting:</p> <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) 	<p>Parent/Community Reporting:</p> <ul style="list-style-type: none"> 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:			
<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 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), reflection process, restorative practice when appropriate 	

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:		
	Student: <ul style="list-style-type: none"> - TAMI - Welcome back/code of conduct assembly - Peer leadership training on conflict resolution (houseleague leaders) - Be The Change group - Knowledge of the bias-free Progressive Discipline framework (including Own It, Fix It, Move On discussions) - Leadership team - Student Mentors 	Staff: <ul style="list-style-type: none"> - Workshops/conferences - NTIP - Self-regulation training by Self-regulation committee - School climate survey/safe and accepting school team training - Equity representatives (Shelley, Stephanie, Amanda, & Kelly) - Mental Health First Aid, ASSIST training 	Parents: <ul style="list-style-type: none"> - Parent Reaching Out initiatives - Welcome back BBQ - Parent engagement presentations/ self-reg committee presenting Zones of Regulation training to SCC

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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> <ul style="list-style-type: none"> - School Website - REMIND app, School Messenger, Admin weekly email blasts - Periodic Newsletters - Agenda - Telephone calls - Email - Announcements - Assemblies - Posters/information boards - Classroom visits - SCC - Student leadership team communicates with student body

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/ Wellness Committee Team meetings • Staff meetings, division meetings, department meetings, committee 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.