

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.

PPM 144

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.

Chairs: Yvonne McKechnie and Andrea Middleton

Principal: Stephanie Price

Teacher(s): Lara Down, Paula Mbonda, Katherine Sutherland

Support Staff: M. Brueggemann

Student(s):

Parent(s): Lauren Irwin

Community Partner(s): Liason Officer

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 | <ul style="list-style-type: none"> Students know how to report bullying Students feel safe in supervised areas (ex. Classroom and on the yard) Students feel a sense of belonging Teachers are aware of incidents that constitute bullying or that may lead to bullying and are able to intervene |
| | |

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 | <ul style="list-style-type: none"> Establish community circles and restorative practices within all classrooms (possible staff-wide training?) Greater education around definition of bullying, teach students to look for signs of bullying, accurately identify, continue with whole school language around conflict resolution (WITS) Increase student voice (assemblies and announcements) Student-led anti-bullying campaign |
| | |

2019-2020

Bullying Prevention and Intervention Plan

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.

- | | |
|---|--|
| <ul style="list-style-type: none"> • Wildcat Training Camp (beginning of school year activities to ensure student understanding of school/staff expectations for behaviour, understanding of safety procedures, awareness of bullying vs. conflict), revisit of Wildcat Training Camp activities during school year (after winter Break, March Break) • First Twenty Days of Well-Being starting in January • Zones of Regulation lessons • Bullying awareness and prevention education • Character education through "Wildcat Wednesday" program • Mental Health Toolkits in each classroom to help with student self-regulation and to meet emotional needs • Monthly Superkids Assemblies highlighting character education traits | <ul style="list-style-type: none"> • Progressive Discipline: a whole school approach utilizing a continuum of interventions, supports, and consequences, including opportunities for reinforcing positive behaviour • Restorative Practice: the purpose is to create a positive learning community that includes building, maintaining, and repairing relationships • Character Education: weekly draws to recognize students in all divisions exemplifying character traits • Bullying and Cyberbullying Prevention and Intervention: Wildcat Training Camp, ongoing lessons integrated into instruction and learning, digital citizenship activities for junior and intermediate student |
|---|--|

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.

- | | |
|---|--|
| <ul style="list-style-type: none"> • Wildcat Training Camp celebration with all students engaged in depicting learnings from the Camp • PAWS team of student leaders out on the schoolyard • Student-led morning announcements • Student-led fundraising initiatives • SLAM club actively engaged in student leadership • Student-facilitated clubs | <ul style="list-style-type: none"> • Anonymous "student voice" box • Pink shirt day, school wide initiative with French and English shirts • "Buddy Bench" for the schoolyard • Goal to have student run games on the primary yard |
|---|--|

2019-2020 Bullying Prevention and Intervention Plan

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:

- Report bullying to a trusted adult (e.g. teacher, coach, support staff, administrator)
- Identify staff on duty (wearing orange safety vest)
- "Report Bullying Now" button on school website
- School Climate Survey

Staff Reporting:

- Office referral form
- Email administration and/or homeroom teacher of incident if it happened on the yard
- School Climate Survey

Parent/Community Reporting:

- Report bullying to the classroom teacher and/or administration
- School Climate Survey
- "Report Bullying Now" button on 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:

- Develop an action plan that may include Progressive Discipline, Restorative Practice, or other actions
- **Responding** (by mediating conflict, addressing negative dialogue, positive praise) to any student behaviour that is likely to have a negative impact on the school climate
- Ensuring the safety of all involved
- Conducting a school-based investigation
- Use "teachable moments" with progressive discipline
- Contacting the parents of the person(s) who has been harmed and the parents of the person(s) who have caused the harm in accordance with legislation
- Tracking of incidents for each student through office referrals
- Implementing a Safe Schools Student Safety Plan, when appropriate
- Consideration of mitigating factors
- Contacting community partners when necessary (e.g. Liason officer)
- Promote "Buddy Bench" on the schoolyard for students who are feeling lonely or don't have someone to play with
- Restorative practices and building a community
- Support and safe place for students to talk about their feelings with a male or female staff member

Commented [SP1]: We wanted to expand what this meant by clarifying what this looks like

2019-2020 Bullying Prevention and Intervention Plan

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"> School level support such as connection to a caring adult (e.g., pathways counsellor, teacher, SERT, support staff, coach) or appropriate co-curricular program (e.g., Paws Team, Lego Club) Board level support such as social workers or psychological services (with consent) Identifying community support resources 	
	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"> Restorative practice if both parties are willing Suspension re-entry meeting Individual monitoring plan based on individual 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:		
	Student: <ul style="list-style-type: none"> Welcome back/Code of Conduct assembly Wildcat Training Camp PAWS Team training Zones of Regulation Lessons Digital Citizenship Healthy Action Team School Climate Survey Police Liaison presentations Safe Schools Bullying Awareness and Prevention and Student Voice Conferences Cyber Safety 	Staff: <ul style="list-style-type: none"> School Climate Survey Safe and Accepting Schools Team training and professional development Portal – lessons on safe schools, bullying prevention, pink shirt day Equity Representative training NTIP training Self-Regulation professional development Restorative practices (cards provided, handling harassment in the hallway) Culturally Responsive Pedagogy training DDSB Safety Week Open House Reacting and Teaching Students in Poverty-Strategies for Erasing the Opportunity Gap training Mental Health First Aid for Adults Who Interact with Youth training (ASSIST training) Violence Threat Risk Assessment Protocol training 	Parents: <ul style="list-style-type: none"> Parent engagement sub-committee on SCC SCC Meetings – difference between conflict and bullying Open house at school School Climate Survey School Community Council Guest speakers

2019-2020 Bullying Prevention and Intervention Plan

COMMUNICATION	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:		
	Student: <ul style="list-style-type: none"> Weekly draws for students exemplifying character traits Lessons embedded into instructional practice (language, drama, health) Announcements Website Classroom visits Posters Social Media Discussions and conversations 	Staff: <ul style="list-style-type: none"> Weekly updates through Maple Syrup Safe Schools update monthly at staff meetings Websites E-mails Discussions and conversations Professional development days 	Parents: <ul style="list-style-type: none"> Discussions and conversations Website Parent engagement activities (e.g., Open house, assemblies, concerts, information nights) SCC and parent engagement subcommittee School Messenger e-mail Student agenda

CONTINUOUS IMPROVEMENT	Monitoring Our Progress	
	As part of the continuous improvement model, the Bullying Prevention and Intervention Plan will be monitored regularly through:	
	<ul style="list-style-type: none"> Safe and Accepting Schools Team meetings Monthly staff meetings DDSB School Climate Survey/Safe and Accepting Schools Team training Analyze data (tracking of office referrals, survey data from climate survey) 	

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.