

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: Jason Jutzi/ Joshua Gammon

Teacher(s): Whole Staff

Student(s):

Community Partner(s): Police Liaison Officer, PHN

Principal: Jane Hutchinson

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:

School Climate Survey

#### Students

- Only 2% of students felt unwelcome at school
- 91% of students are aware of how to report bullying
- 98% of students feel safe at school
- 95% Have never seen bullying
- 89% feel like they belong
- 72% feel like they matter

#### Parents

#### Staff

How to reach the 28% who feel they don't matter is a concern for us as a staff  
 We want to focus on this one and make an improvement  
 To help our students understand that they matter and that they feel heard and respected.

**STRENGTHS**

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## 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

- Increase community circle
- Giving personalized feedback
- Work on building student-teacher relationships with everyone  
Show interest in all students

### 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.

### AWARENESS AND PREVENTION

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|--|---|
| <ul style="list-style-type: none"> <li>• Morning Check ins</li> <li>• Morning Meetings</li> <li>• Self regulation Boards/Booklets/ Zones</li> <li>• Flexible Workspaces/Innovative flexible furniture</li> <li>• Body breaks and Mindfulness</li> <li>• Growth Mindset Teaching and recognition</li> <li>• Orange Shirt</li> <li>• Pink Shirt</li> </ul> | <ul style="list-style-type: none"> <li>• Kindness Tree – Post messages on the tree of kind acts that are being received by students</li> <li>• Anti bullying videos</li> <li>• Character Education Assemblies (Respect, Perseverance &amp; Responsibility)</li> <li>• Restorative Practices</li> <li>• Discussions Bullying v Conflict</li> <li>• SEASAW constant communication with parents</li> <li>• Problem Solving Strategies</li> <li>• Social Stories</li> </ul> |
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### 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.

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| <ul style="list-style-type: none"> <li>• Up stander – helpful support</li> <li>• exploring the marginalization of groups, and then learning how to break the marginalization</li> <li>• Student Involvement in assemblies/virtual announcements</li> <li>• Student Leadership team/Spirit Days</li> <li>• Co Created Goals</li> <li>• Co Created classroom rules</li> <li>• Invited to Safe School Team</li> </ul> | <ul style="list-style-type: none"> <li>• Equity Board?</li> <li>• Community/Restorative circles</li> <li>• Book Collection expanded “Be the Change”</li> <li>• Inquiry based projects based on student interest</li> <li>• Identity Day Heritage Day</li> <li>• Podcasts</li> </ul> |
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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)

#### 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

#### Parent/Community Reporting:

- Reporting bullying to the classroom teacher, support staff and/or administration
- Using the “Report Bullying Now” button on the school website

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| <ul style="list-style-type: none"> <li>Using the “Report Bullying Now” button on the school/board website</li> </ul> | <ul style="list-style-type: none"> <li>to the principal as soon as reasonably possible” (PPM 144)</li> <li>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)</li> </ul> |
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### 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

### 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 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:**

- Individual monitoring based on specific needs (e.g., regular check-ins)



## 2020 - 2021 Bullying Prevention and Intervention Plan

<b>How We Are Building Capacity for Prevention and Intervention At Our School</b>		
<b>TRAINING/LEARNING</b>	Training/learning opportunities occur at the board level, community level and school level. Here are highlights of our training/learning opportunities:	
	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Social emotional learning embedded</li> <li>Pair students with a trusted adult</li> <li>Direct teaching empathy and perspective taking</li> <li>Pink shirt day</li> <li>Community Circles are run in the classrooms</li> <li>Community Circles are run as a preventative strategy and in dealing with conflict, etc. within the class/school/bus</li> </ul>	<p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>Mentor provide opportunities to be a trusted adult</li> <li>Communicate with parents</li> <li>Whole school staff approach to BPIP</li> <li>Discuss power imbalances</li> </ul>

<b>How We Are Communicating With Students, Staff, Parents and the Community</b>	
<b>COMMUNICATION</b>	To support a whole school approach, the school will communicate with staff, students, parents and the community. Communication methods include:
	<ul style="list-style-type: none"> <li>Weekly classroom updates sent to parents via email</li> <li>Email</li> <li>Google classroom (feedback and comments for students) parent access to this</li> <li>Seesaw for parents</li> <li>Website (homework and announcements)</li> </ul>

## 2020 - 2021 Bullying Prevention and Intervention Plan

**CONTINUOUS  
IMPROVEMENT**

### Monitoring Our Progress

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

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

Please visit [www.ddsbc.ca](http://www.ddsbc.ca) for more information on how the Durham District School Board is supporting student well-being and promoting a positive school climate.

