

2021 - 2022

## 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: Margeaux Levy, Vice Principal

Teacher(s): Julie Byers-Slemon

Student(s):

Community Partner(s):

Principal: Emily Ogilvie

Support Staff: Denise Pickett

Parent(s): Karla Richard, SCC

### 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:

#### STRENGTH

- 72% of students feel as though they have supportive relationships
- 87% of students feel safe at school
- 85% of students have not been bullied or seen others bullied

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

- To work towards ensuring that all students feel that they belong and are connected to other student. (Belonging/Connectedness).
- To enhance student voice, CRRP, and well-being to provide students with opportunities to contribute to their learning experiences.
- To enhance both students and parents understanding of bullying (add a section to the newsletter)
- Teachers will continue to share meaningful lessons and activities
- Pink shirt day with a Powerpoint for the Flipgrid
- Plan initiatives for the Monday and Tuesday before Pink Shirt Day

#### A

### What We are Doing In Our Classrooms and in Our School - Bullying Awareness and Prevention Strategies

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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.

**Student Level**

- Healthy relationships (e.g., Restorative Practices)
- Umbrella Project
- 5 A's
- Participation in clubs, teams and spirit days
- Kelso's Choices

**Classroom Level**

- Caring Staff Members
- Community Circles (Restorative Practice)
- Self-Regulation (incl. Zones of Regulation)
- Focus on Mattering, Connections and Student Voice
- Bullying Prevention and Upstander lessons

**School Level**

- We #SOAR
- Own it, Fix it, Learn From it, Move Forward model
- Self-Regulation
- Character Education
- Bully Prevention and Awareness (@classroom level too)
- Random Acts of Kindness/Pink Shirt, Ally Initiatives
- Bully Prevention Week
- Student Recognition Assemblies Flipgrid

**School Level Cont'd...**

- Snack Program
- Safe and Accepting Schools Team
- Sense of belonging (in Clubs & Teams)
- Kelso's Choices
- Open Library – Welcoming Space

**Board Level Initiatives Reflected in Our School**

- Bias-Aware Progressive Discipline
- Restorative Practice
- Culturally Reflective and Responsive Pedagogy
- Equity and Inclusive Education
- Positive Mental Health and Well-Being
- Pink Shirt Day
- Bully Prevention and Awareness

**Parent/Community Level**

- School-based Community Involvement Activities/Events
- DRPS School Community Liaison Officer

### 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.

- Umbrella Project

- Community Circles
- Safe Schools Classroom Lessons
- Student participation on Safe and Accepting Schools Team

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<b>INTERVENTION</b>	<b>How We Report Bullying at Our School</b>		
	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><b>Student Reporting:</b></p> <ul style="list-style-type: none"> <li>Reporting bullying to a trusted adult (e.g., parent, teacher, administrator, support staff, police liaison officer)</li> <li>Using the “Report Bullying Now” button on the school/board website</li> </ul>	<p><b>Staff Reporting:</b></p> <ul style="list-style-type: none"> <li>“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)</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>	<p><b>Parent/Community Reporting:</b></p> <ul style="list-style-type: none"> <li>Reporting bullying to the classroom teacher, support staff and/or administration</li> <li>Using the “Report Bullying Now” button on the school website</li> </ul>
	<b>How We Respond to Bullying at Our School</b>		
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"> <li>Ensuring the safety of all involved</li> <li>Responding to any student behaviour that is likely to have a negative impact on the school climate</li> <li>Conducting a school-based investigation (consulting the Police/Board Protocol, when necessary) considering mitigating and other factors</li> <li>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</li> <li>Collaborating with community partners, when appropriate</li> <li>Developing an action plan that is responsive and supportive</li> <li>Engaging in Restorative Practice conferencing, when appropriate</li> <li>Implementing a Safe Schools Student Safety Plan, when necessary</li> <li>Implementing/reviewing a Special Education Behaviour Safety Plan, when appropriate</li> </ul>			

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<b>INTERVENTION</b>	<b>How We Provide Ongoing Support to Those Impacted by Bullying at Our School</b>	
	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"> <li>• Furthering school-level support such as classroom and yard considerations, and special education considerations</li> <li>• Implementing board-level supports such as social work or psychological services (with consent)</li> <li>• Identifying community support resources</li> <li>• Implementing a Safe Schools Student Safety Plan and/or Support and Responsibility Agreement (SRA), when necessary</li> </ul>	
	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"> <li>• Individual monitoring based on specific needs (e.g., regular check-ins)</li> </ul>	

<b>TRAINING/LEARNING</b>	<b>How We Are Building Capacity for Prevention and Intervention At Our School</b>		
	Training/learning opportunities occur at the board level, community level and school level. Here are highlights of our training/learning opportunities:		
	<b>Student:</b> <ul style="list-style-type: none"> <li>• Digital Citizenship Presentations and Interactive Lessons</li> <li>• Kelso's Choices</li> <li>• #GBA SOARs Campaign</li> <li>• Own it, Fix it, Learn From it, Move Forward Model</li> </ul>	<b>Staff:</b> <ul style="list-style-type: none"> <li>• Workplace Safety Presentations</li> <li>• Safe and Accepting Schools Team Training</li> <li>• Culturally Responsive Pedagogy Training</li> <li>• School Climate Survey Training</li> <li>• DDSB Safety Week</li> <li>• Early Development Index (EDI) Training</li> <li>• Applied Suicide Intervention Skills Training (ASIST)</li> <li>• Violence Risk Assessment Protocol Training (VTRA)</li> <li>• Equity Professional Development</li> <li>• Well-Being Focus</li> <li>• New Teacher Induction Program (NTIP) Training</li> </ul>	<b>Parents:</b> <ul style="list-style-type: none"> <li>• Parents Reaching Out Initiatives</li> <li>• Virtual Meet the Teacher</li> <li>• Public Health Presentations</li> <li>• SCC Presentations</li> <li>• Welcome to Kindergarten Google Site</li> <li>• Parent/Community/Family Engagement Events</li> </ul>

## **C** How We Are Communicating With Students, Staff, Parents and the Community

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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>• Discussions and conversations</li> <li>• Announcements using Flipgrid</li> <li>• Virtual Assemblies using Flipgrid</li> <li>• School and Board Websites</li> <li>• Monthly Newsletters</li> </ul>	<ul style="list-style-type: none"> <li>• Social Media</li> <li>• Bulletin Board Displays</li> <li>• Staff and Division Meetings</li> <li>• Professional Activity (PA) Days</li> <li>• Weekly Staff Memos (Flight Plan)</li> <li>• School Community Council (SCC)</li> </ul>

<b>CONTINUOUS IMPROVEMENT</b>	<b>Monitoring Our Progress</b>
	<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"> <li>• Safe and Accepting Schools Team meetings</li> <li>• Staff meetings, division meetings, department meetings, committee meetings</li> <li>• School improvement planning</li> </ul>

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.

