

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: T. Kerr

Teacher(s): A. Stanley, N. Cabot, S. McCain

Student(s):

Community Partner(s): A. Hoskin

Principal: M. Johnston

Support Staff: K. Hodgson

Parent(s): C. Guest

Vice Principal: S. Hooper

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

- Students, staff and parents have high expectations of achievement. Report Card marks reflect the high achievement of our students
- Staff and Student capacity (Staff Leads, School Improvement Team, Safe and Accepting Schools Team, Student Council)
- Extracurricular and School/Student Events (Character Education Assemblies, Changemakers, Student Council, Athletic Events, Etc.)

School Climate Survey Results:

- 90% of students feel safe at school (97% of students feel safe in the classrooms)
- 87% of students are regularly greeted by staff by their name
- 86% of our students report they have not been bullied
- 96% of parents feel that staff treat students with respect

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

- Students – all grades will have a focus related to a safe and accepting school (eg. Student Council, Student Lunch Helpers, Kindergarten Helpers, Intramurals) where everyone is engaged, safe and accepted, in an inclusive school community
- increase in the amount of students who feel supported when sad, anxious or stressed
 - use stress management strategies to help regulate their emotions
- Parents – continue to engage parents as partners in the school, but also provide academic and mental health strategies to assist parents/guardians in supporting their child/children at home through the DDSB Ignite Learning Strategic Plan
- Staff – to enact a learning environment where all members of the school community feel safe, included and accepted
- provide wellness activities to help students with strategies to reduce stress and anxiety

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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 student voice – Student Council, We Day, Changemakers
- Character Education Assemblies – awards are given to a student from each class at monthly Celebrations of Success
- Blair Ridge Pride Camp (during the first week of school)
- Self-Regulation (Zones of Regulation)
- Self-Regulation tools available in all classrooms
- We Scare Hunger Campaign
- Conflict resolution
 - Pink Shirt Day
 - Spirit Days
- Progressive Discipline: A Bias-free Approach
- Self-regulation – focus on building activities into the classroom
- Strategies to deal with stress and anxiety at staff meetings and throughout classes
- Actively promoting culturally responsive practices within the school

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.

Possibilities might include initiatives from:

- Student Council
- Changemakers
- RAKtivists
- Bullying Awareness and Prevention Week Conference

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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 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:		
	Student: <ul style="list-style-type: none"> • Welcome Back/Code of Conduct Classroom and School Review • Blair Ridge Pride Camp (First week) • Digital Citizenship • Report Bullying Now successfully implemented and used • Well-Being Committee • Green Room for students • Use of break cards and self-regulation stations • Character Education is embedded in the curriculum • Bully prevention is embedded in daily lessons • Classroom lessons on difference between conflict and bullying • Pink Shirt Day 	Staff: <ul style="list-style-type: none"> • School Climate Survey/Safe and Accepting Schools Team training • Mental Health First Aid for Adults Who Interact with Youth training • Violence Threat Risk Assessment Protocol training • Safe Schools Bullying Awareness and Prevention Week • Pink Shirt Day • Stress and Anxiety presentations at monthly staff meetings • Regular review of Self-Regulation Strategies • New Teacher Induction Program (NTIP) Training 	Parents: <ul style="list-style-type: none"> • Report Bullying Now successfully implemented and used • Understanding the use of Self-Regulation and the resource Zones of Regulation • Attend Learning Skills / Character Education Assemblies • Website promotes Character Education used in school to ensure a common language between home and school • Teaching the restorative questions to parents and adult supervisors

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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:

- Discussions and conversations, Phone Calls and Meetings
- Announcements
- Classroom lessons
- Assemblies
- School / Board websites
- Student Council Activities
- Student Agenda
- Social Media
- Posters
- Staff Meetings, Department / Division meetings, Professional Development Days
- Weekly memo
- E-mails
- Social media
- Professional Learning Networks

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.ddsb.ca for more information on how the Durham District School Board is supporting student well-being and promoting a positive school climate.