## 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;

For the purposes of the definition of "bullying" in subsection (1), behaviour includes the use of any physical, verbal, electronic, written or other means.

**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.

*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.

**Chair:** Tracy Gray

**Teacher(s):** Diane Beasley, Kim Hutchinson

**Student(s):** Intermediate Student Council provides regular feedback

**Community Partner(s):** Aman Bajwa (Public Health Nurse)

**Principal:** Renee Price

**Support Staff:** Annette Stewart

**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:

**STRENGTHS**

**2018-2019 School Climate Survey results:**

**When at school:**
74% of 232 students feel a like they "Belong" and are "Connected"
63% of 232 students feel like they "Matter"
54% of 232 students feel they would be "Missed"
60% of 232 students feel "Engaged" in the learning
55% of 232 students feel they have a "Say"
92.8% of parents say when at school, their children enjoy learning

| Category | Students % (232) | Staff % (8) | Parents % (75) |
|---|---|---|---|
| Student Attitude | 79 | | |
| Belonging and Connected | 74 | 100 | 85 |
| Supportive Relationships | 73 | 95 | 75 |
| Feel Like They Matter | 63 | 100 | 76 |
| Feel They Would be Missed | 54 | 100 | 61 |
| Meaningful/Engaged Learning | 60 | 91 | 52 |
| Feel They Have a Say | 55 | 86 | 50 |
| Feel They Have Input | 56 | 88 | 51 |
| Feeling Safe at School | 88 | 97 | 88 |
| Being Bullied | 87 | 82 | 90 |
| Have Seen Others Bullied | 97 | 88 | 98 |

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.

## 2019 - 2020
## Bullying Prevention and Intervention Plan

### GOALS

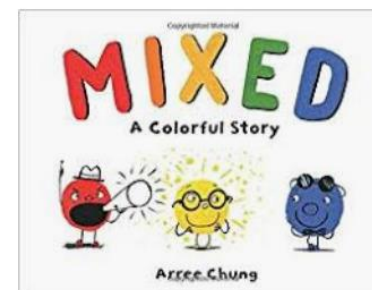To promote a safe and inclusive school community, we will....

1. Embed Self Regulation into classroom practice, classroom spaces and designated areas of the school to support students with being calm, alert and ready to learn
2. Implement the bias-free restorative approach to support students with conflict resolution and to develop healthy relationships
3. Implement a whole-school approach to well-being with a focus on understanding and accepting "Who We Are" (i.e. text of the month) to cultivate a climate of belonging, mattering and inclusion
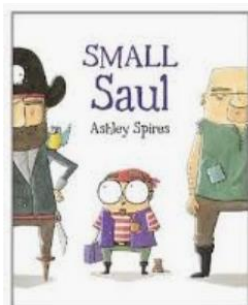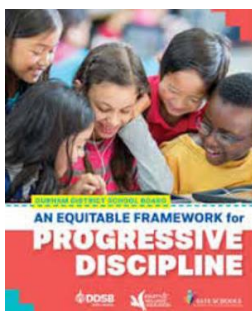


*September focus*      *October focus*      *November focus*

### 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.

1. Fostering healthy relationships (i.e. modeling of bias-free restorative approaches by Staff and Administrators)
2. Safety modules and PD during staff meetings (i.e. August and October staff meetings)
3. Ongoing Digital Citizenship in classrooms
4. Community Liaison Officer Presentations for Intermediate students, Oct. 7th & 8th (Focus on Cell Phone / Social Media Safety)
5. 4A's Assemblies showcasing Character Education and recognizing individual student achievement
6. CRRP Tool rolled out at August staff meeting
7. https://smh-assist.ca/emhc/ to be shared with SIT Team (School Mental Health Assist)



https://smh-assist.ca/emhc/
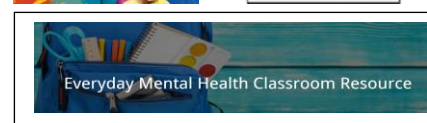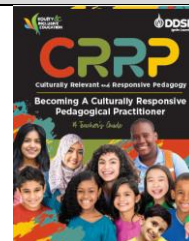
8. Sara Westbrook Presentations Spring 2019 – bring her positive messaging about UPOWER back to the forefront for 2019-2020
9. Bias-Free Progressive Discipline posters shared with staff to post in classrooms and office
10. Text of the Month implemented to promote inclusion, belonging, mattering, acceptance
11. Ongoing Collaborations with our Public Health Nurse – will attend parent nights
12. School Health website will be shared at SIT meeting to understand the needs of our school community https://www.durham.ca/en/health-and-wellness/health-neighbourhoods.aspx
13. Orange Shirt Day September 30th – school-wide
14. Pink Shirt Day for Anti-Bullying, February 25th, 2020
15. SIT Team to discuss implementation of TAMI (Talking About Mental Illness) and SOS (Stomping out Stigma) – Leadership opportunity for our Intermediate students at SOS Summit



*Website*
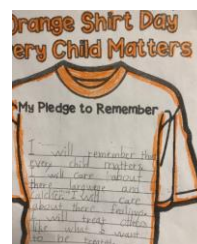


## How "Student Voice" is Present in Our School - Bullying Awareness and Prevention Strategies

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.

- Student participation on the Safe and Accepting Schools Team
- Daily office helpers, morning Announcements, Nighthawk News
- MC's during 4A Assemblies and other Assemblies (i.e. Terry Fox)
- Participation in classroom activities (*Hands are Not for Hitting*)
- Student Leaders during school-wide initiatives (i.e. running stations at Terry Fox, Open House BBQ, Book Fair Helpers)
- Student Council activities (i.e. Spirit Days, ......)
- Technology Leaders (i.e. Robotics club, 3D Printing Club)
- Physical Education Leaders (during recess with Kindergarten, etc..)
- Digital Citizenship / Social Media Safety
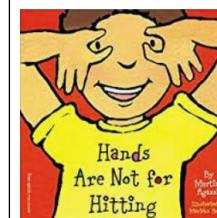
**INTERVENTION**

## 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: | Staff Reporting: | Parent/Community Reporting: |
|---|---|---|
| • Reporting bullying to a trusted adult (e.g., parent, teacher, administrator, support staff, police liaison officer)<br>• Using the "Report Bullying Now" button on the school website | • "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)<br>• 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) | • Reporting bullying to the classroom teacher, support staff and/or administration<br>• 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:

- Co-analyze data from School Climate Survey, with SIT Team to inform next steps and strategies
- Ensuring the safety of all involved, when issues arise
- 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), and 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
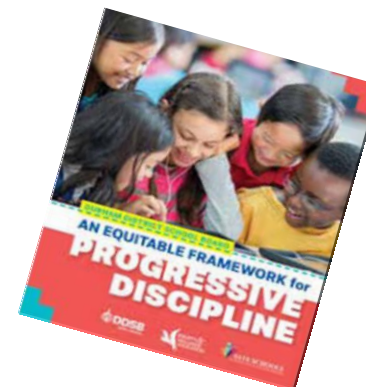
## How We Provide Ongoing Support to Those Impacted by Bullying at Our School

**INTERVENTION**

**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:**

- School-wide Empowerment initiatives, to improve self-esteem (i.e. the Cypher Empowerment Conference for black males)
- Collaborate with our community Partners to connect our students with initiatives or activities (i.e. Public Health Nurse, Carea, Kinark)
- Furthering school-level support such as connection to a caring adult, classroom and yard considerations, special education considerations, participation in co-curricular programming
- Accessing board-level supports such as Social Work or Psychological Services (with consent, when appropriate)
- Individualized student Safety Plans as needed

**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)**
- **Updating of individual student Safety Plans as needed**
- **Ongoing support for individual students and families**

## 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:**
- Welcome back Jack Miner start up assembly
- Police Liaison school visits
- Talking About Mental Illness (TAMI) Summit
- Cyber Safety & Digital Citizenship
- Earning and advocating for others to earn 4A Awards

**Staff:**
- Introduction to Restorative Practice Framework and training to implement Restorative Circles in classrooms
- Culturally Responsive Pedagogy Training and PD sessions for staff
- School Climate Survey/Safe and Accepting Schools Team training
- DDSB Safety Week Open House
- Mental Health First Aid for Adults Who Interact with Youth training
- Violence Threat Risk Assessment Protocol training
- Safe Schools Bullying Awareness and Prevention Week and Pink Shirt Day activities
- Building Resiliency through Self-Regulation spaces within classrooms and school-wide
- Equity representatives training
- New Teacher Induction Program (NTIP) training
- Public Health presentations
- ASIST Training

**Parents:**
- Sara Westbrook Parent Presentation Spring 2019
- DDSB Safety Week Open House and BBQ
- Open communication with our parent community about what is happening in our school (i.e. community liaison officer discussions with Intermediate students)

## 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:

- Daily announcements
- Assemblies
- School/Board websites
- Weekly Miner Minutes
- Student Agendas
- Social Media (Twitter, REMIND)
- Safe and Accepting Schools Team

| 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, SIT meetings |
| | • Co-analyzing School Climate Data to inform Safe Schools / 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.

## SAFE SCHOOLS
Durham District School Board