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: Krystle Sheilds and Rhonda McCutcheon	**Principal:** Nancy Adams
Teacher(s): Krystle Sheilds and Rhonda McCutcheon	**Support Staff:** Shanna Kelly
Student(s): Tianna Henry	**Parent(s):**
Community Partner(s): Elizabeth Cullen (Public Health)	

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

We are seeing an increased sense of belonging at our school reported by students, parents and staff

School Climate Survey data indicated that students see themselves reflected in their learning at school.

78% of Students responded that they felt safe at school (washroom identified as space requiring improved safety measures)

69% of students felt connected and a sense of belonging at school

87% of students feel accepted by staff

73% of students felt they had a supportive relationship at school

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

Our goals from the Safe and Accepting Schools Plan:
- Increase a sense of welcome and belonging – students need to feel that they "matter"
- Decrease incidents of verbal and physical bullying in all grades
- Increase student awareness of their role as bystanders
- Increase equity and inclusion with a focus on student voice and critical thinking skills
- Increase student sense of safety at school

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.

- Implementation of the 20 Days of Well-Being
- Healthy Snack Program
- Community Circles across all grades
- Teaching of Active Listening
- Restorative circle for conflict resolution
- Self Regulation spaces within every class
- Self Regulations spaces such as Calming room and Circuits within the school
- Positive reinforcement systems (Fun Fridays)
- Self Regulation bins within each classroom
- multi-age grouping promoting mentorship
- kindness campaign
- implementation of culturally relevant and responsive pedagogy

- use of innovative furniture to promote collaboration
- involvement in targeted Board Level equity initiatives such as: Girls Empowerment, Cypher, 100 Strong, Student Voice South Asian conference
- use of progressive discipline and explicit teaching of pro-social behaviours
- pro-active presentations from police liaison officer around cyberbullying and healthy relationships
- participation in Pink Shirt day to promote awareness
- strategic recess clubs to promote positive social relationships
- implementation of a culturally relevant and responsive pedagogy to ensure inclusivity and increase engagement

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 driven Character Assemblies led by classes
- Student advisory committee
- Student involvement in School Self Assessment
- Student representation at Safe Schools Meetings
- Student led equity awareness assemblies led by Justice League
- Student leadership opportunities and mentoring
- Student inquiry based on student generated questions

- character announcements read by students
- students reading the land acknowledgement each day
- student identity shared in the First 20 Days of Well-Being and then this data is used to foster engagement and inclusivity in programming
- building communication as thru-line throughout the school
- develop leadership skills through collaborative inquiry tasks

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) • Using the "Report Bullying Now" button on the school/board 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) • 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 • 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

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)

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:	Staff:	Parents:
- focus on bullying intervention and prevention as part of the First 20 Days of Well-being - building student empowerment to be upstanders rather than bystanders - character development each month - Pink Shirt day campaigns and class learning - resources in school library reflective of bullying prevention and intervention	- school wide PD on mattering lead by Mental Health Lead - school wide well-being goals of creating a welcoming and inclusive space for learning - training on the First 20 Days of Well-Being - safe school training at the Board Office for Safe Schools team - access to Safe Schools resources via DDSB Portal	- communication home from school re. initiatives - involvement on Safe Schools committee - presentations and info sharing at School Community Council meetings

- Recess Guardians Program to train Junior students for structured games on the yard and building positive conflict resolution strategies - connections to health curriculum - Grade 4-8 Student participation is school climate survey - Principal upholds open-door policy to meet and discuss concerns	- Administrator's PD around safe and accepting schools policies and procedures - Mental Health First Aid Training - ASSIST Training - Violent Threat Risk Assessment Training - Behaviour Management Systems Training	- possible information sessions for families - Twitter feed - SWAY newsletters - School Web Page - Parents as Partners Conference

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:

- Announcements
- Discussions in the classroom
- Visual Displays (posters etc.)
- Assemblies
- Special events
- School website
- School/board websites
- Newsletter
- Weekly Memo
- Committee Work
- Digital signage indoor

- Digital signage indoor

Staff:
- Staff meetings
- Professional development days
- Email
- School/board websites
- Newsletter
- Weekly Memo
- Committee Work
- Digital signage indoor

Parents:
- Remind
- Discussions and conversations
- School/board websites
- Social media
- Twitter

Parents:
- Remind
- Discussions and conversations

CONTINUOUS	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.