

2021 - 2022

Bullying Prevention and Intervention Plan

Promoting Healthy Relationships within Positive School Climates

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OUR SCHOOL COMMITMENT

We are committed to establishing and supporting learning and working environments that are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination, oppression and harm. Indigenous inherent rights, human rights and equity are at the center of our work. This fundamental commitment to human rights begins with meaningful investment in a Positive School Climate.

A Positive School Climate:

- Ensures that everyone is treated with dignity and respect;
- Expects, welcomes and includes everyone;
- Values, affirms and supports the expression of diverse identities;
- Promotes, protects and upholds Indigenous inherent rights and human rights – including students' right to education without discrimination and employees' right to employment without discrimination;
- Centres the rights of the child/student in ways that are not discriminatory and that do not cause or perpetuate harm;
- Prioritizes relationships, well-being and equity through a Whole School Approach.

While we work proactively to promote positive and respectful interactions, we will also address any behaviour or interaction that is likely to have a negative impact on the school climate, including bullying, discrimination and other forms of harmful interaction. In planning our responses, we will consider and provide support for all impacted staff and students, including those who were harmed, those who witnessed the harm, and those who caused harm.

We will promote a Positive School Climate in both proactive and responsive ways

MINISTRY STATEMENTS

“A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of bullying prevention.”

Taken from Ministry of Education of Ontario, PPM 145

“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.”

Taken from Ministry of Education of Ontario, PPM 144

HEALTHY RELATIONSHIPS

Healthy Relationships are grounded in treating one another with dignity and respect.

Healthy Relationships 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

All adults who are responsible for children play an important role in teaching them about healthy relationships and bullying. Teachers, parents/guardians, and other adults involved in children’s lives:

- Model relationship skills and attitudes
- Create positive situations in which children and youth interact.

Children will only learn positive relationship skills and attitudes if they observe and interact with adults who model positive relationships when interacting with children and adults.

PREVNet

HARMFUL INTERACTIONS

Bullying: 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 ancestry, size, strength, age, intelligence, peer group power (e.g., popularity), 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”, behaviour includes the use of any physical, verbal, electronic, written or other means.

Aggression: A response to conflict, threat or an internal emotional state of anger/irritability in which the intent to harm may or may not be present.
Aggression...

- (a) can take direct or indirect forms, including physical, verbal, social and electronic
- (b) can become bullying when a power imbalance in a relationship develops over time because repeated acts of aggression may intimidate the person on the receiving end

Teasing: A type of “playful” interaction that can range from positive (e.g., bantering, joshing, ribbing) to negative (e.g., mocking, pestering, tormenting)

- (a) Positive teasing takes place within a healthy relationship. It is good natured, fun and reciprocal
- (b) Negative teasing is characterized by words or actions that cause harm on one or both sides of the interaction. Negative teasing harms relationships as well as the school climate

Slurs and personal insults: The use of discriminatory, targeted or hateful language that is focused on Human Rights Code grounds, a person’s identity or personal characteristics is never acceptable, whether this language is used in the context of bullying, conflict, teasing or aggression. These include:

- (a) Slurs and phrases that dehumanize, mock, ostracize, discriminate against or victimize others based on race, Indigenous identity, sexual orientation, gender, gender identity, religion, ethnicity, neurodivergent traits, ability, financial status, family status, etc.
- (b) Personal insults that target traits like body type and other physical characteristics, “intelligence,” personality traits or personal interests

Conflict: A normal type of interaction that everyone should learn to navigate and resolve effectively. Conflict may be distinguished from other harmful interactions in that...

- (a) there is no power imbalance between those in conflict, or at least, the power imbalance is not being weaponized by the person with more power
- (b) all parties are typically invested in resolving the conflict (or at least ending it)
- (c) conflict most often occurs among people who share an existing relationship: classmates, siblings, friends, partners, colleagues, etc.
- (d) tensions underlying the conflict are not related to identity (e.g., ancestry, race, ethnicity, gender, sexual orientation, religion) and may be amplified by stressors for one or both parties in conflict
- (e) conflict typically centers on disagreement, personal errors, unclear or unmet expectations, or poor communication

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.

Our Positive School Climates Team (Previously known as “Safe and Accepting School Team”)

Our Positive School Climate Team leads our planning to promote a safe, inclusive, and welcoming school climate.

- **Chair:** Betty O’Neil
- **Teacher(s):** H. Spainids J. Wanzeller
- **Equity Lead(s):** T. Krishanand
- **Student(s):** Nylah, Darcy, Cheyanne
- **Community Partner(s):**
- **Principal:** Tanya Hawthorne
- **Support Staff:** E. Russell, S. Crocker
- **Parent(s)/caregiver(s):** SCC

Strengths and Goals

What the Data Tells Us – School Climate and Well-being Surveys and Other Data

As part of the on-going monitoring and evaluation process, schools gather data from various of sources, including school climate surveys of students, staff and parents/caregivers 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.

90.7% of Students responded that they felt safe at school (washroom identified as space requiring improved safety measures)

95.4% of Students responded that they have not seen others being bullied

89.3% of Students responded that they have not been bullied

92.6 of Students responded that they are greeted by name

88.9% of Students responded that they feel accepted by staff

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 feeling of acceptance and mattering student to student. (Belonging and Connectedness)

Increase the number of students who feel they have a say. (Meaningful and Engaged Learning)

Increase the number of students who feel important. (Supportive Relationships)

Proactive Approaches

What We are Doing in Our Classrooms and in Our School - Strategies that Promote a Positive School Climate

Our school is implementing a variety of strategies to support student well-being, affirm and promote diverse identities, and create a welcoming environment. These strategies involve students, staff, parents and community members as part of a whole school approach. Below are highlights of our strategies:

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| <ul style="list-style-type: none">- <i>Implementation of the 20 Days of Well-Being</i>- <i>Healthy Snack Program</i>- <i>Community Circles across all grades</i>- <i>Teaching of SEL</i>- <i>Restorative circle for conflict resolution</i>- <i>Self Regulation spaces within every class</i>- <i>Self Regulations spaces such as Calming room and Circuits within the school</i>- <i>Self Regulation bins within each classroom</i>- <i>implementation of culturally relevant and responsive pedagogy</i> | <ul style="list-style-type: none">- <i>use of innovative furniture to promote collaboration</i>- <i>involvement in targeted Board Level equity initiatives such as: Dr. Nicole West-Burns CCPI project, Cypher, etc</i>- <i>use of progressive discipline and explicit teaching of pro-social behaviours</i>- <i>pro-active presentations from police liaison officer around cyberbullying and healthy relationships</i>- <i>participation in Pink Shirt day to promote awareness</i>- <i>strategic recess clubs to promote positive social relationships</i>- <i>Intermediate Community Circle Recess Group</i> |
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How Student Voice is Present in Our School

Engaging students to help shape the learning environment is an important component of a whole school approach in promoting a positive school climate – a climate in which *each and every* student feels that they matter. The following examples are highlights of student voice in action at our school:

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| <ul style="list-style-type: none">- <i>Student driven Character Assemblies led by classes weekly</i>- <i>Student advisory committee</i>- <i>Student involvement in School Self Assessment</i>- <i>Student representation at Safe Schools Meetings</i>- <i>Student led equity awareness assemblies led by Justice League</i>- <i>Student leadership opportunities and mentoring</i> | <ul style="list-style-type: none">- <i>character announcements read by students</i>- <i>students reading the land acknowledgement each day</i>- <i>student identity shared in the First 20 Days of Well-Being and then this data is used to foster engagement and inclusivity in programming</i>- <i>building communication as thru-line throughout the school</i>- <i>develop leadership skills through collaborative inquiry tasks</i> |
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How we create the conditions whereby students feel safe to report bullying and other harmful interactions at our school.

Creating the conditions within which students may feel safe to report begins with investment in relationship and the promotion of a Positive School Climate. Additionally, procedures may be put in place that facilitate students and parent/caregiver reporting as well as procedures that outline the requirements for staff to report such instances in accordance with legislation.

Student Reporting:

- Reporting bullying or other harmful interactions to a trusted adult (e.g., parent/caregiver, teacher, administrator, support staff, police liaison officer).
- Using the “Report Bullying Now” button on the school/board website provides students a more discreet means of reporting bullying behaviours.

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

Strategies that help students to feel safe to report (e.g., relationship-building strategies, reporting mechanisms, awareness-building)

How We Are Building Capacity for Promoting Healthy Relationships as Part of a Positive School Climate at Our School.

Training/learning opportunities occur at the board level, community level and school level. Here are highlights of our training/learning opportunities:

Students:

- 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
- connections to health curriculum
- Grade 4-8 Student participation in school climate survey
- Principal upholds open-door policy to meet and discuss concerns
- Precious Peers Programs – older students to mentor younger students in positive recess behaviour
- connections to health curriculum

Staff: - school wide PD on SEL, Classroom management, etc.

- 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
- 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

Parents/caregivers:

- communication home from school re: initiatives in weekly emails to families
- presentations, info sharing and consulting with the School Community Council
- possible information sessions for families
- Twitter feed
- School Web Page
- Parents as Partners Conference

Responsive Approaches

How We Respond to Bullying and other harmful interactions at Our School

Our school response follows a bias-aware 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 and appropriate) considering mitigating, human rights and other factors
- Contacting the parents/caregivers of the person(s) who has been harmed and the parents/caregivers of the person(s) who has caused harm, in accordance with legislation
- Considering the broader context and implications of the harmful interaction (e.g., racism, homophobia, transphobia, biphobia, Islamophobia, antisemitism, faithism, classism, ableism, misogyny) in order to inform both immediate and long-term responses
- Developing an action plan that is responsive and supportive
- Taking concrete steps to repair relationship and restore a Positive School Climate
- Considering individual, class, and/or whole-school learning opportunities to foster the conditions wherein similar situations may be prevented in the future, e.g., providing a school-wide lesson or activity on anti-Asian racism in the context of COVID-19
- Consulting and collaborating with community partners, affinity groups and DDSB departments, as appropriate (e.g., DBEN, DENSA, KIEN, MEND, Equity, ISS, Indigenous Education, Positive School Climates)
- Implementing a Positive School Climates Student Safety Plan, when necessary
- Implementing/reviewing a Special Education Behaviour Safety Plan, when appropriate

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 needs 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 Student Safety Plan when necessary
- Implementing Precious Peer Group (younger student has older student as a mentor on the yard)

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)
- Conversations or learning opportunities as needed to support self-awareness, understanding of impact, social-emotional learning skills, and/or to inspire a shift in ideological trajectory if needed, e.g., in cases where ignorance, hate or discrimination are at play

Communication

How We are Communicating with Students, Staff, Parents/Caregivers and the Community

To support a whole school approach, the school will communicate with staff, students, parents/caregivers and the community. Communication methods include:

Students: Visual Displays (posters etc.) - Assemblies - Special events - Committee Work Announcements - Community Circles in Classroom - Peer to Peer discussion groups

Staff: - Staff meetings - Professional development days - Email - School/board websites – Weekly Email to Families forwarded - Committee Work - Digital signage indoor

Parents: - Remind - Discussions and conversations - School/board websites – Weekly Email to families - Twitter

Continuous Improvement

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

- Positive School Climate Team meetings
- Staff meetings, division meetings, department meetings, committee meetings
- School Learning planning
- In class Community Circles weekly

Please visit [Durham District School Board](https://www.durham.k12.nc.us/) website for more information on how the Durham District School Board is supporting student well-being and promoting a positive school climate

