

## 2018-2019 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.

## 2018-2019 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:** Co-Chairs S. Row, N. Kooy

**Teacher(s):** N. Kooy, A. Clunas, S. Kossatz, V. Maggs, M. McClenaghan

**Student(s):** TBD

**Community Partner(s):** TBD

**Principal:** K. Wainwright

**Support Staff:** TBD

**Parent(s):** TBD

### 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

Based on survey data the large majority of our students like school and feel safe at school. There responses indicate that the school is friendly, respectful, and they have a strong sense of belonging at Glen Dhu. The school climate has resulted in students feeling that they enjoy learning and being at school. A large majority of students feel optimistic, they have friends and are accepted. Students at school are confident in their ability to be successful and know that the school sets high academic expectations for them which they feel they can achieve.

**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

Although a majority of students feel well supported at school when they have emotional upset, this is an area of growth for our students. In particular our students can grow and build their skills of resiliency, empathy, self-awareness and self-regulation. Equity and inclusion continue to be important foci for our school plan. Teaching character education, self-regulation, resiliency, growth mindset and emotional intelligence will continue this year. Self-Regulation will be embedded into practice to assist students in being calm, alert and ready to learn. We will continue to ensure students know the resources and people that they can use when they are having times of distress. One of the strengths of our school is the caring staff who are available for students to connect with as a caring adult. We will continue to facilitate these connections between staff and students. Bullying was not reported as a major concern for our school and we continue in our efforts to support a bully free environment. We continue to educate students in what bullying is, and how to report bullying if it occurs. Bully prevention and intervention initiatives will continue this year.

**2018-2019**

## **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.

The school has many strategies that promote a healthy, safe and bully free environment.

- Building the Bayou
- Character Education
- School Wide implementation of Zones of Regulation
- Explicit teaching of growth mindset and residency
- Girl Talk / Boy Talk
- Pink Shirt Day/Orange Shirt Day/Purple Shirt Day
- Various clubs and extra-curricular sports and music opportunities
- Spirit Houses
- Food Drives
- Character Counts
- School Wide Terry Fox Run
- School Spirit Days
- Curriculum Content that focuses on Mental Health and Well-Being
- Student Recognition Assemblies
- Equity and Inclusion initiatives
- Spirit Council

### **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.

- Spirit Council Leaders
- Eco-Club
- Student Voice Conference

## 2018-2019 Bullying Prevention and Intervention Plan

**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

## 2018-2019 Bullying Prevention and Intervention Plan

<b>INTERVENTION</b>	<b>How We Provide Ongoing Support to Those Impacted by Bullying at Our School</b>
	<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:</b>
	<ul style="list-style-type: none"> <li>• Furthering school-level support such as connection to a caring adult, classroom and yard considerations, special education considerations, participation in co-curricular programming</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>
	<b>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:</b>
	<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>- Welcome Back/Code of Conduct assembly</li> <li>- Police Liaison presentation- Digital Citizenship</li> <li>- Racing Against Drugs</li> <li>- Digital Citizenship training</li> <li>- Building the Bayou</li> <li>- Equity Student Voice Conference</li> </ul>	<b>Staff:</b> <ul style="list-style-type: none"> <li>- Culturally Responsive Pedagogy Training</li> <li>- Early Development Index (EDI) Training</li> <li>- (ASIST) Applied Suicide Intervention Skills Training</li> <li>- Mental Health First Aid for Adults Who Interact with Youth Training</li> <li>- VTRA Training (Violence Threat Risk Assessment Protocol Training</li> <li>- Equity Representatives Training</li> <li>- New Teacher Induction Program (NTIP) Training</li> <li>- Rapid Deployment Emergency Response Training with DRPS</li> </ul>	<b>Parents:</b> <ul style="list-style-type: none"> <li>- Public Health Presentations- Keith Prew Health Nurse</li> <li>- School Community Council Guest Speaker- Inspiration Republic</li> <li>- Parent Engagement presentations/activities- Family Math Morning, Family Friday</li> <li>- DDSB Welcome Back BBQ</li> </ul>

## 2018-2019 Bullying Prevention and Intervention Plan

<b>COMMUNICATION</b>	<b>How We Are Communicating With Students, Staff, Parents and the Community</b>
	<p>To support a whole school approach, the school will communicate with staff, students, parents and the community. Communication methods include:</p> <ul style="list-style-type: none"> <li>- Discussions/conversations</li> <li>- Announcements</li> <li>- Classroom visits</li> <li>- Assemblies</li> <li>- School/Board Website</li> <li>- Newsletter</li> <li>- Student Agenda</li> <li>- Parent Engagement Initiatives</li> <li>- Remind</li> <li>- Twitter</li> <li>- Email</li> <li>- Information Boards</li> <li>- Staff Meetings</li> <li>- Professional Activity Days</li> <li>- Morning Dhu-staff memo</li> <li>- 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.ddsb.ca](http://www.ddsb.ca) for more information on how the Durham District School Board is supporting student well-being and promoting a positive school climate.