

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.

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: J. Clark

Teacher(s): A. Williams

Student(s):

Community Partner(s):

Principal: R. Cousins

Support Staff: E. Rogers, O. Reid, J. Manhertz

Parent(s): J. Richards

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:

STRENGTH

Most students feel safe at school. 76% of students stated that they have experienced bullying at school less than one time or not at all. Students are rarely bullied based on their race, Aboriginal background, sexuality, gender, religion, disability, culture or skin colour.
82% of students are aware of ways to report bullying and most often speak to a parent, teacher, a friend or another adult.
76% of students state that they have not bullied another person 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

We want to create an environment where students feel welcome, included and safe.
We are working to develop Equity through exploring student identity with our students and in our classes.
We want to promote student voice and choice within the school and develop a sense of positive student empowerment, especially with girls.
We want students to understand the difference between conflict and bullying and teach them ways to solve conflicts in peaceful and socially acceptable ways.

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What We are Doing In Our Classrooms and in Our School - Bullying Awareness and Prevention Strategies

2019 - 2020

Bullying Prevention and Intervention Plan

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.

Community Circles, class discussions and community building
Zones of Regulation
Character Education, Above and Beyond
Pink Shirt Day
Promoting Teamwork/Collaboration through Extra-curricular Activities (Houseleagues, Tutoring Club)
Me to We Committee and program
Student Leadership groups
Progressive Discipline policy
Student Announcements and Equity Focus
Equity Staff Committee
Use of Equity Toolkit by committee and staff for classroom conversations/lessons
Huddle Up Program

Use of Technology – Google Classroom, Chromebook, Read and Write Training; Tech Coach support
Flexible Seating in classes and Library, Create Zen Dens
Student Participation - French Oral Contests, Concours oratoire
Whole School Spirit Days
Variety of Sports Teams and Clubs
Lunch Buddies modelling appropriate behaviour
Bus Buddies
Bell Let's Talk Day promotion
Regular Communication with Parents

2019 - 2020 Bullying Prevention and Intervention Plan

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 Leadership Team and committees
Me to We Committee
Student Participation – Concours oratoire
Whole School Spirit Days

Variety of Sports Teams and Clubs
Lunch Buddies modelling appropriate behaviour
Bus Buddies

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.

INTERVENTION

Student Reporting:

- Reporting bullying to a trusted adult (e.g., parent, teacher, administrator, support staff, police liaison officer)
- Using the school/board website reporting tool

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 school/board website reporting tool

2019 - 2020 Bullying Prevention and Intervention Plan

	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:		
	<ul style="list-style-type: none"> 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:		
	<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, 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) Continuing to access to support personnel, as appropriate Regular review of plans put in place 		
TRAINING	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:

Cadarackque Public School

2019 - 2020

Bullying Prevention and Intervention Plan

	<p>Recess Guardians training Student leadership training (bus buddies, lunch monitors, leadership group, pizza helpers) Assemblies/Guest presenters/Speakers</p>	<p>Professional development Staff meetings Online Resources Health & Safety Well-being</p>	<p>Email communication SCC meetings Parent Information Sessions Connections with School Board Support Personnel</p>
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How We Are Communicating With Students, Staff, Parents and the Community	
COMMUNICATION	<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"> -regular email blasts -school-wide assemblies -Remind app -daily announcements -school website

2019 - 2020 Bullying Prevention and Intervention Plan

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CONTINUOUS IMPROVEMENT	Monitoring Our Progress
	<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">• 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.