

2019 to 2020
Bullying Prevention and Intervention Plan



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Our School Commitment

We are committed to fostering a safe, accepting and supportive learning environment that promotes positive mental health and well-being, as well as 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.

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

PREVNet describes Healthy Relationships as 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*

We all share a collective responsibility in fostering healthy relationships.

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

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Our Safe and Accepting Schools Team

Our Safe and Accepting Schools Team is responsible for fostering a safe, inclusive, and accepting school climate.

Chair: Jayne Krattiger

Teacher(s): Lisa Bodnaryk

Community Partner(s): Sarah Nadeau (Health Nurse)

Principal: Jayne Krattiger

Support Staff: Leigh-Ann Harrington, Donna RoachMathieu, Amanda Frumpkin,
Brigitte Guglietti

What the Data Tells Us - School Climate Survey and Other Data

As part of the on-going monitoring and evaluation process, school boards conduct school climate surveys of students, staff and parents every two years. Our school data indicates the following:

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The 2019-2020 Behaviour Prevention and Intervention Plan has been informed through the analysis of the 2018-19 School Climate Survey.

In 2018-19, 65 students answered a school climate survey and the results indicate:

- 79% of student's report feeling safe at school; only 53% feel safe in the washrooms
- 93% report not having been bullied; verbal bullying is more prevalent (25%) compared to physical bullying (7%)
- 71% of children feel that others are friendly and 71% have a sense of belonging
- 90% report feeling supported by staff; 84% feel supported by peers
- 75% feel that they matter; 64% feel accepted by peers
- Girls (61%) feel they have more voice (they have a say/input) than boys (51%)
- Suggested comments from students indicate more opportunities to talk about their feelings
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Of the 35 parent respondents the results indicated:

- 83% feel that their child matters
- 86% feel the school is welcoming
- 80% feel their child is safe on the school grounds
- 78% feel their child knows where to seek help when needed

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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

Hillsdale School Plan

- We are committed to continuous improvement by engaging our Safe and Accepting Schools Team in focused prevention and interventions using the cycle of Preparing, Self-Assessment, Planning, Action and Monitoring/Reviewing

Our Safe and Accepting Schools Team will focus our efforts to improve:

- Students as UPSTANDERS and not bystanders
- Understanding of the difference between bullying and social conflict (students, parents, staff, community members)
- Understanding of strategies/help to address issues of bullying (students)
- Understanding of digital citizenship and safety (students, staff, parents)
- Promoting the importance of respecting and accepting others as unique and contributing members of the school community

AWARENESS AND PREVENTION

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

Our school is implementing the following strategies to support the well-being of the whole child/youth and to positively impact students' readiness to learn. These strategies involve students, staff, parents and community members as part of a whole school approach to promoting a positive school climate.

If our students are engaged in classroom and school experiences which align with the Ontario Curriculum and provide rich, authentic, and differentiated learning opportunities promoting principles of Safe and Accepting Schools, then our students will experience academic success and feel safe and accepted in our school community.

- Restorative practices
- Progressive Discipline
- Character Education (embedded in daily learning and highlighted in monthly assemblies)
- Pink Shirt Day
- Lessons focused on bullying awareness and prevention

- Conflict resolution
- Culturally responsive and relevant pedagogy
- Empathy (restorative practices, presentations/events – e.g., Autism awareness)
- Positive mental health (building resiliency in our students)
- Positive sense of self - School-based community events (Community Voices, Parent and Family Engagement events)
- Self-regulation (understanding and using the Zones of Regulation)
- Problem solving and decision-making skills
- Upstander/Ally behaviour
- Community partnerships (H. Dalton, Community Liaison Officer – speaking to classes)

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What 'Student Voice' is Doing 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 strategies are student-based initiatives that are being implemented at our school.

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| <ul style="list-style-type: none"> • Student involvement and leadership in school wide/community events (Black History Month, Pink Shirt Day, Character Education Assemblies, Intramurals, Office and Milk Helpers, assisting at lunch with Primary classes) | <ul style="list-style-type: none"> • Safe and Accepting School Team (ongoing review of school data/needs and revision of approaches) • Leadership Opportunities, K – 8 (e.g., Assemblies, announcements, fundraisers and awareness for issues/others) |
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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., teacher, administrator, support staff, coach, police liaison officer)
- “Report Bullying Now” button on the school/board website
- Kids Help Line

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
- “Report Bullying Now” button on the school website

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	<p>How We Respond to Bullying at Our School</p> <p>Our school response to bullying follows a progressive discipline approach that may involve the following immediate and long-term actions:</p> <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 • Using “teachable moments” with progressive discipline • Conducting a school-based investigation • 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 • Contacting community partners, when necessary (e.g., Community Liaison Officer, H. Dalton) • Developing an action plan that might include Restorative Practice, Progressive Discipline, or other actions • Implementing a Safe Schools Student Safety Plan, when appropriate • Integration of school wide Zones of Regulations
INTERVENTION	<p>How We Support and Follow-Up With Those Affected by Bullying at Our School</p> <p>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:</p> <ul style="list-style-type: none"> • School level support such as connection to a caring adult (e.g., teacher, SERT, support staff, coach) • Board level support such as social workers or psychological services (with consent) • Identifying community support resources (e.g., Kinark, Grandview, DRPS – Community Liaison Officer) • Individual monitoring plan based on individual needs (e.g., regular check-ins) <p>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:</p> <ul style="list-style-type: none"> • Individual monitoring plan based on individual needs (e.g., regular check-ins)

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How We Are Building Capacity for Prevention and Intervention At Our School

Training opportunities include board level training, community led training, and school based training.

TRAINING

Student:

- Welcome back/Code of Conduct assembly and monthly assemblies for Character Education
- Police Liaison presentations (bullying presentation)
- Safe Schools Bullying Awareness and Prevention lessons
- Cyber Safety – presentation from DRPS (grades 4 – 8)
- Digital Citizenship (DDSB board support staff to work with students, teachers, and parents)
- Psychological and social worker services involvement with individual students (Mindfulness training in Primary classes)
- Public Health presentations (as part of Community Voices with student participation)

Staff:

- Zones of Regulation – whole school approach
- 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 staff meeting PowerPoints
- Building Resiliency through Self-Regulation (Dr. Stewart Shanker)
- Learning networks
- Equity representatives training
- New Teacher Induction Program (NTIP) training

Parents:

- Parents Reaching Out Initiatives
- Parents and Partners Conference
- Public Health presentations
- School Community Council guest speakers
- Parent engagement presentations/activities

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COMMUNICATION	How We Are Communicating With Students, Staff and Parents		
	To support a whole school approach, the school will communicate with staff, students, and parents. Communication methods include:		
	Student: <ul style="list-style-type: none"> Discussions and conversations Announcements Classroom visits Assemblies Classroom/School/Board websites Newsletter Student agenda Social media Posters Bulletin Board Displays 	Staff: <ul style="list-style-type: none"> Discussions and conversations Staff meetings BCI sessions (Building Collaborative Inquiry) School Improvement Team (SIT) meetings Division meetings Professional development days Weekly memo E-mails Social media Committees School/Board websites Professional learning networks 	Parents: <ul style="list-style-type: none"> Discussions and conversations School/Board websites Parent engagement activities (e.g., Open house, assemblies, concerts, information nights) Social media Student agenda Newsletters Committees (SCC)
CONTINUOUS IMPROVEMENT	Monitoring Our Progress		
	As part of the continuous improvement model, the Bullying Prevention and Intervention Plan will be monitored regularly through:		
	<ul style="list-style-type: none"> Safe and Accepting Schools Team meetings Staff meetings, division meetings, committee meetings DDSB School Climate Survey/Safe and Accepting Schools Team training Intervention meetings (Area Team meetings, Faces on Data meetings) 		

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.



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