

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.

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For the purposes of the definition of “bullying” in subsection (1), behaviour includes the use of any physical, verbal, electronic, written or other means.

PPM 144

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: Anna Moncada
Teacher(s): Geoff Keen

Principal: Michelle Carter (Principal), Andrew Jaglall (Vice Principal)
Parent(s): SCC Members

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

- A significant majority of students feel safe at school
- Most students feel that they're treated with respect
- A significant majority of students and parents feel that they are accepted by staff
- Students report that they feel accepted 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

- Students will feel that they would be missed if they were not at Glen Street
- Students will continue to see their values and contributions to their classroom, school, and community
- Continue to connect students (social/emotional well-being) with a trusted adult and with peers

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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.

- Extra-curricular opportunities in the areas of athletics, arts, leadership and student interest
- Self-regulation strategies and tools embedded into school/classroom practice
- Community Engagement: Family Nights
- Morning greetings at classroom door for students
- Character Education embedded into programming
- Alternative recess clubs that foster social skills
- Equity and inclusive education evident throughout our classrooms and school – student identity is embraced
- Focused discussion on problem-solving through a restorative practice lens
- Attendance incentives and initiatives

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 identity is evident in the work that is displayed throughout the school – showcasing student work
- Indigenous Student Circle group
- Intermediate Leadership opportunities (mentoring other students, recycling program, volunteer work in the school)

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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

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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 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:	
	<ul style="list-style-type: none"> • 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:		
	<p>Students will:</p> <ul style="list-style-type: none"> • Review and co-construct classroom rules with teachers • Participate in restorative practice circles to support repairing and building of relationships • Attend events at the DDSB (e.g., Indigenous student conference) that connect to the identity of students at our school • Contribute their ideas and value the ideas of others • Continue to develop their character traits, linked to the traits of the Glen Street Griffin 	<p>Staff will:</p> <ul style="list-style-type: none"> • Attend professional development opportunities provided by the DDSB (e.g., Safe and Accepting Schools Team Training) • Develop and implement structures that support a student's perception of themselves (e.g., greeting students at the door, recognizing when a student has been away and welcoming them back) • Implement strategies discussed in staff meetings to support Bullying Prevention and Intervention (e.g., strategies that connect to the identity of their students, strategies to increase their knowledge of the students in their classroom) 	<p>Parents can:</p> <ul style="list-style-type: none"> • Connect with the school community using technology (e.g., Twitter, emails of what is happening at Glen Street) • Attend Family Nights with their child (e.g., Art Showcase, Math night)

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COMMUNICATION	How We Are Communicating With Students, Staff, Parents and the Community
	<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">• Discussions and conversations• Announcements• Classroom visits• Assemblies• School/board websites• School Messenger updates• Social Media (Twitter)• Community Posters/Information Board• Staff/Division Meetings• Weekly Staff Memo• School Community Council• Parent engagement activities (assemblies, concerts, engagement nights)
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, PA day meetings• School improvement planning

Please visit www.ddsbc.ca for more information on how the Durham District School Board is supporting student well-being and promoting a positive school climate.