

## 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.

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### 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:** David Hollingsworth

**Teacher(s):**

**Student(s):** TBD

**Community Partner(s):** P.C. Officer Rob Roychoudry; Sherry Nesbitt, Public Health Nurse

**Principal:** D. Denike

**Support Staff:**

**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 (please see next page):

#### STRENGTHS

According to the school climate survey:

When I am at school I feel safe

- 76.3% of AG Bell student feel safe at school.

I feel supported when I am sad, anxious, hopeless, stressed, angry, confused, wired or some other unusual emotion for me:

- 61.4% of AG Bell students feel supported most of the time.

Others recognize when I am sad, anxious, hopeless, stressed, angry, confused wired or some other unusual emotion for me:

- 64.5% of AG Bell students feel others recognize feelings of sadness, anxiousness, confusions or other emotions.

I get along with others.

- 85.1% of AG Bell students feel they could be better students.

#### Equity & Inclusion

According to the school climate:

When I am at school I feel belong:

- 72.6% of AG Bell students feel they belong.

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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

**Bullying Awareness** (Physical, Verbal, Social, and Electronic): clearly defining what bullying is, to our staff, students and parents and guardians, and offering tools that can assist in dealing with challenging situations and personalities

**Mental Health/Wellness/Resilience Training:** building positive school climate with a focus on respect of ourselves and others. This is accomplished by offering programs, resources and strategies, such as offering training, to staff and our community. As well as delivering Restorative Practices to ensure a welcoming environment throughout the year

**Equity and Inclusive Education:** ensuring students see themselves reflected in their curriculum and physical surroundings. What we value is reflected in what students, staff and families see, hear and do on a daily basis.

### 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.

#### 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.

Fostering Healthy Relationships: Embedding Restorative Practices on an ongoing basis, School Teams, clubs and intramurals, Student Leadership team

Self-Regulation: School – wide implementation of Zones of Regulation, Self-Regulation tools available in all classrooms, Self-Regulation strategies embedded within school/classroom practice

Bullying Awareness and Prevention: Bullying Awareness and Prevention Week Activities, Pink Shirt Day Activities, Intermediate and Junior students supporting younger students as yard helpers

Character Education: Monthly, school-wide assemblies that align with one of the DDSB traits

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**Community Engagement:** Food Drives, Terry Fox Run, Back to School BBQ, Teas & Tissues Welcome to families on the first day of school, Social Media, School Messenger, SCC, gifted orientation (Open House)

**Equity and Inclusive Education:** Equity and inclusive education embedded in programming, Orange Shirt Day, Down Syndrome Awareness Day, Community celebrations, Treaty Week Activities, ALLY Week, Student Leader team, SIT Team members responsible for this school-wide portfolio, Third Teacher and CRRP PD and integration

**Positive Mental Health:** Children's Mental Health Week, Anti-Stigma initiatives, Curriculum content that focuses on Mental Health and Well-Being, SIT Team members responsible for this school-wide portfolio, First 20 Days of Wellness

**Well-Being:** School Spirit Days, Band, Sports Teams, Kids for Change, Teens for Change, Academic Events (E.g. Debate Team), Friendship Club, Division specific lunch activities, student and staff SIT Team members responsible for this school-wide portfolio

**Restorative Practices:** Following the "Foundations of Restorative Practice" to cultivate community

### 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:

**INTERVENTION**

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- 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"> <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>	
	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"> <li>• Individual monitoring based on specific needs (e.g., regular check-ins)</li> </ul>	

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:		
	<b>Student:</b> <ul style="list-style-type: none"> <li>• Welcome back/Code of Conduct Assembly on first day of school</li> <li>• Safe Schools Bullying Awareness and Prevention Week</li> </ul>	<b>Staff:</b> <ul style="list-style-type: none"> <li>• Staff meetings have designated time for PD on Equity, Inclusions and School Safety</li> <li>• School Climate Survey/Safe &amp; Accepting Schools Team training</li> <li>• DDSB Safety Week Open House</li> <li>• Mental Health First Aid for Adults Who Interact with Youth training</li> </ul>	<b>Parents:</b> <ul style="list-style-type: none"> <li>• Parents as Partners</li> <li>• PRO Grant Wellness Conference</li> <li>• School and class websites/Reminds, School Agendas</li> <li>• DDSB Safety Week Open House</li> </ul>



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	<ul style="list-style-type: none"> <li>• <i>Digital Citizenship conducted in J/I grades at the beginning of the year</i></li> <li>• <i>Public health nurse presentation</i></li> <li>• <i>Student team group that advocates for equity and inclusion</i></li> <li>• <i>ME to We</i></li> <li>• <i>First 20 Days of Wellness</i></li> <li>• <i>Community Circles</i></li> <li>• <i>Restorative Practices</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Violence Threat Risk Assessment Protocol training</i></li> <li>• <i>Safe Schools Bullying Awareness and Prevention Week and Pink Shirt Day staff meeting PowerPoints</i></li> <li>• <i>Emotional Intelligence training</i></li> <li>• <i>Building Resiliency through Self-Regulation (Dr. Stewart Shanker)</i></li> <li>• <i>Learning networks</i></li> <li>• <i>Equity representatives training</i></li> <li>• <i>New Teacher Induction Program (NTIP) training</i></li> </ul>	
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How We Are Communicating With Students, Staff, Parents and the Community	
COMMUNICATION	To support a whole school approach, the school will communicate with staff, students, parents and the community. Communication methods include:
	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>• Discussions and conversations</li> <li>• Announcements</li> <li>• Assemblies</li> <li>• School/Board/ Class websites</li> <li>• Class Newsletters</li> <li>• School newsletter</li> <li>• Student agendas</li> <li>• Social media (e.g. School Twitter account, Remind)</li> <li>• Promotional Posters</li> </ul> <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>• Discussions and conversations</li> <li>• Staff meetings</li> <li>• Department/Division meetings</li> <li>• Professional development days</li> <li>• Weekly memo</li> <li>• E-mails</li> <li>• Social media (Remind)</li> <li>• School newsletter</li> <li>• Committees</li> <li>• Professional learning networks</li> <li>• School/Board websites</li> </ul>

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### Parents:

- Discussions and conversations
- School/Board/ Class websites
- Parent engagement activities (e.g., Open house)
- Social media (Twitter and Remind)
- Student agenda
- Committees
- Class newsletter
- School Messenger (phone call home system)
- Monthly School Newsletter
- School Sign on Harkins Drive

### CONTINUOUS IMPROVEMENT

### Monitoring Our Progress

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

- Safe and Accepting Schools Team bi-monthly meetings
- Staff meetings, division meetings, department meetings, committee meetings
- School Improvement Team planning meetings

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.