

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:** Rose Retsinas

**Admin:** M Hunte; C Syfox

**Teacher(s):** L McGregor; M Gordon; P Wailing

**Support Staff:** L Jensen; R O'Neil; B Brown

**Student(s):** Kesheerah Bruce.

**Parent(s):** S Partridge; E McBernett; D Parchment; C Gleave; R Georgi

**Community Partner(s):** S Finnegan; T Mercer; T Beck; E Dougay; C Arnott

### 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**

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|--|---|
| <ul style="list-style-type: none"> <li>■ 26% believe students at MHSS are unfriendly</li> <li>■ 24% feel that their peers do not treat them with respect</li> <li>■ 31% do not feel as if they belong in MHSS</li> <li>■ 18% do not feel safe at school</li> <li>■ 34% do not enjoy learning</li> <li>■ 37% do not feel supported when they are sad, anxious, hopeless, stressed, angry, confused etc.</li> <li>■ 33% do not know where to ask for help when they are sad, anxious, hopeless, stressed, angry, confused etc.</li> <li>■ 45% do not like their school</li> <li>■ 17% feel unsafe in the lunchroom or eating area</li> <li>■ 26% feel unsafe in our washrooms</li> </ul> | <ul style="list-style-type: none"> <li>■ 8% feel unsafe in classrooms</li> <li>■ 10% feel unsafe in the gym</li> <li>■ 18% feel unsafe in the gym change rooms</li> <li>■ 16% feel unsafe on school buses</li> <li>■ 25% feel unsafe on the school grounds</li> <li>■ 18% feel unsafe at the school entrances/exits</li> <li>■ 24% feel unsafe in the hallways</li> <li>■ 18% feel unsafe in the locker area</li> <li>■ 14% feel unsafe in the neighbourhood</li> </ul> |
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**2019 - 2020**

## Bullying Prevention and Intervention Plan

<ul style="list-style-type: none"> <li>➤ 12% feel they have been bullied at least once last year</li> <li>➤ On their way to and from school 9% were bullied at least once last year</li> <li>➤ 11% experienced physical bullying at least once last year</li> <li>➤ 32% experienced verbal bullying at least once last year</li> <li>➤ 23% experienced social bullying at least once last year</li> <li>➤ 17% experienced electronic bullying at least once last year</li> <li>➤ 9% experienced sexual bullying at least once last year</li> <li>➤ 15% have been bullied at least once because of race, culture, or skin colour</li> <li>➤ 3% have been bullied at least once because of their Aboriginal background</li> </ul>	<ul style="list-style-type: none"> <li>➤ 9% have been bullied at least once because of their sexuality</li> <li>➤ 9% have been bullied at least once because of their gender</li> <li>➤ 7% have been bullied at least once because of their religion</li> <li>➤ 6% have been bullied at least once because of their disability</li> <li>➤ 6% have been bullied at least once because of their family income</li> <li>➤ 5% have been bullied at least once because of homophobia</li> <li>➤ 11% stayed away from school at least once to avoid being bullied</li> <li>➤ 12% are not aware of how to report bullying at this school</li> </ul>
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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.

<b>GOALS</b>	<ol style="list-style-type: none"> <li>1. Increase the percentage of students who know where to ask for help when feeling sad, anxious, ... from 67 to 100</li> <li>2. Increase the percentage of students who have never been bullied at school from 88 to 100</li> <li>3. Increase the percentage of students who know how to report bullying at school from 88 to 100</li> </ol>
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<b>AWARENESS AND PREVENTION</b>	<b>What We are Doing In Our Classrooms and in Our School - Bullying Awareness and Prevention Strategies</b>	
	<p>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.</p> <p>The following specific strategies will be implemented:</p>	
	<ul style="list-style-type: none"> <li>• Healthy relationships (e.g., Restorative Practice Circle in classrooms)</li> <li>• Building resiliency</li> <li>• Bullying awareness and prevention</li> <li>• Caring adults</li> </ul>	<ul style="list-style-type: none"> <li>• First Nations, Metis, and Inuit perspectives</li> <li>• Professional Development – After school guest speakers.</li> <li>• Positive mental health</li> <li>• Positive sense of self</li> <li>• Progressive Discipline: A Bias-Free Approach</li> <li>• Restorative Practice</li> </ul>

**2019 - 2020**

## Bullying Prevention and Intervention Plan

- Character education
- Community involvement activities
- Parent nights
- Assemblies
- Conflict resolution
- Culturally responsive and relevant pedagogy
- Empathy
- Equity and Inclusive Education
- Yearly food drives
- Pink shirt day
- Upstander/Ally behaviour

- School-based community events
- Self-regulation
- Problem solving and decision-making skills
- GSA – Gay Straight Alliance
- Parent nights
- Sporting Events
- Parent Involvement Committee

### 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.

Initiatives include:

- Gay-Straight Alliance
- Maxwell Heights Black Student Network
- Muslim Student Association
- Student Parliament
- Me to We (assisting local/global communities)
- Leadership Camp
- Social justice clubs
- IMPACT

- Student Voice circle/forum
- Ministry “Speak Up” projects
- Bullying Awareness and Prevention Week Conference
- Safe Schools Student Voice Conference
- Social justice clubs/initiatives
- DMH (discussing mental health)
- PLAN (Peer Leaders)
- CHILL (Anti Anxiety Group for Students)
- Other

2019 - 2020

## 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
- Using a restorative approach to office referrals and conflict resolution
- Timetable modifications and locker relocation when necessary.
- Provision of a “safe” space within the building for continued studies (if necessary)
- 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

2019 - 2020

## 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>• Referral to Community Support Agencies</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</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>	<b>Staff:</b>	<b>Parents:</b>	
<ul style="list-style-type: none"> <li>• Grade 9 Day</li> <li>• Welcome back/Code of Conduct assembly</li> <li>• Police Liaison/Accident Awareness presentations</li> <li>• Safe Schools Bullying Awareness and Prevention Conference</li> <li>• Safe Schools Student Voice Conference</li> <li>• Talking About Mental Illness (TAMI) Summit</li> <li>• Cyber Safety</li> <li>• Digital Citizenship</li> <li>• Public health nurse presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Restorative Practice Framework and Circle training</li> <li>• Culturally Responsive Pedagogy training</li> <li>• School Climate Survey/Safe and Accepting Schools Team training</li> <li>• DDSB Safety/Ally Week Open House</li> <li>• Reacting and Teaching Students in Poverty-Strategies for Erasing the Opportunity Gap training</li> <li>• Mental Health First Aid for Adults Who Interact with Youth training</li> <li>• Violence Threat Risk Assessment Protocol training</li> </ul>	<ul style="list-style-type: none"> <li>• Parents Reaching Out Initiatives</li> <li>• Parents as Partners Conference: "Balancing Tech Wealth with Mental Health"</li> <li>• Public Health presentations</li> <li>• School Community Council guest speakers</li> <li>• Parent engagement presentations / activities</li> <li>• DDSB Safety/Ally Week Open House</li> <li>• Parents' survey</li> </ul>	

2019 - 2020

## Bullying Prevention and Intervention Plan

<ul style="list-style-type: none"> <li>• Psychological and social worker services presentations</li> <li>• Specialist High Skills Major programming</li> <li>• Vetted evidence-based/evidence-informed training that reinforces curriculum connections</li> <li>• Workplace safety awareness training</li> <li>• Discussing mental health</li> <li>• Student led advocacy and support groups (Orange/Pink Shirt Days)</li> <li>• Ally week</li> <li>• Cultural Diversity celebrations</li> <li>• School Climate Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Safe Schools Bullying Awareness and Prevention Week and Pink Shirt Day staff meeting PowerPoints</li> <li>• Emotional Intelligence training</li> <li>• Building Resiliency through Self-Regulation (Dr. Stewart Shanker)</li> <li>• Learning networks</li> <li>• Equity representatives training</li> <li>• New Teacher Induction Program (NTIP) training</li> <li>• Webinars</li> </ul>	
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### How We Are Communicating With Students, Staff, Parents and the Community

To support a whole school approach, the school will communicate with staff, students, parents and the community. Communication methods include:

<b>COMMUNICATION</b>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Discussions and conversations</li> <li>• Announcements</li> <li>• Classroom visits</li> <li>• Assemblies</li> <li>• School/Board websites</li> <li>• Newsletter</li> <li>• Student agenda</li> <li>• Social media</li> <li>• Posters</li> <li>• Student Council</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</li> <li>• Committees</li> <li>• Professional learning networks</li> <li>• School/Board websites</li> </ul>	<p><b>Parents:</b></p> <ul style="list-style-type: none"> <li>• SCC (School Community Council)</li> <li>• Discussions and conversations</li> <li>• School/Board websites</li> <li>• Parent engagement activities (e.g., Open house, assemblies, concerts, information nights)</li> <li>• Social media</li> <li>• Student agenda</li> <li>• Newsletters</li> <li>• Committees</li> <li>• Synervoice (phone call home system)</li> </ul>
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## 2019 - 2020 Bullying Prevention and Intervention Plan

**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 meetings
- Staff meetings, division meetings, department meetings, committee meetings
- School improvement planning

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.

