

2020-2021 Bullying Prevention and Intervention Plan



Bullying Prevention and Intervention Plan

2020 to 2021

2020-2021 Bullying Prevention and Intervention Plan

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;

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

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 is responsible for fostering a safe, inclusive, and accepting school climate.

Chair: Tracey Wray

Teacher(s): Melanie Capson, Kim Taylor

Community Partner(s): Lisa Patrick (Community Liaison Officer), Christine Gianoutsos (Health nurse)

Principal: Barry Bedford

Support Staff: Brian Wild

Students:

Vice-principal: Tina Mandal

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:

The 2020-2021 Behaviour Prevention and Intervention Plan has been informed through the analysis of data that we collected from Junior/Intermediate students in 2020

STRENGTHS

In 2020 students in Grade 4 to 8 answered a school generated survey and the results indicate: (Junior/Intermediate responses)

- 91% of our student body feel safe at school
- 75% feel connected to the staff
- Most students feel their cultures are respected in some way
- 77% of students feel that their teachers care about them
- 83% feel that their friends care
- 72% of students feel like they matter at school
- 93% of students say they have not been made fun of due to sexual orientation and also 93% say not due to race either

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.

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GOALS	<p>Coronation School Plan</p> <ul style="list-style-type: none"> ➤ 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 <p>Our Safe and Accepting Schools Team will focus our efforts to improve:</p> <ul style="list-style-type: none"> ➤ 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 verbal bullying – own it, fix it, learn from it, move on ➤ 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 ➤ Promoting respectful communication (restorative practices, community circles, role playing) ➤ Promoting a school community that feel they are welcome and that they matter ➤ Understanding the importance of addressing anti-black racism and homophobia immediately and reporting it
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What We are Doing In Our Classrooms and in Our School - Bullying Awareness and Prevention Strategies		
AWARENESS AND PREVENTION	<p>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.</p>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>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.</p> <ul style="list-style-type: none"> ➤ Restorative practices, community circles (conflict resolution) </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ➤ Culturally responsive and relevant pedagogy ➤ Positive mental health (building resiliency in our students), 21 Days of Wellness and Beyond initiative ➤ Positive sense of self - School-based community events (Social Justice Club, GSA (Gay/Straight Alliance), Community Voices, Parent and Family Engagement events (Virtual Meet the Teacher, Movie night) ➤ Self-regulation (understanding and using the Zones of Regulation, stressors and identifying strategies to reduce stressors) </td> </tr> </table>	<p>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.</p> <ul style="list-style-type: none"> ➤ Restorative practices, community circles (conflict resolution)
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	<ul style="list-style-type: none"> ➤ Progressive Discipline ➤ Coronation 5 A's Education (embedded in daily learning and highlighted in monthly assemblies) ➤ Pink Shirt Day, school wide monthly initiatives (Stomping out Stigma, Allyship) ➤ Lessons focused on bullying awareness and prevention and Growth Mindset 	<ul style="list-style-type: none"> ➤ Communication, problem solving and decision-making skills ➤ Upstander/Ally behaviour ➤ Community partnerships (Lisa Patrick, Community Liaison Officer – speaking to classes/student, public health nurse)
<h3>What 'Student Voice' is Doing in Our School - Bullying Awareness and Prevention Strategies</h3>		
<p>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.</p>		
	<ul style="list-style-type: none"> • Student Leadership • Social Justice Club, AGSA, • Student involvement and leadership in school wide/community events (cultural voices, Pink Shirt Day, Orange Shirt Day, Social Justice Group, 5A's Assemblies, Community Voices presentations and sharing, Social Justice) 	<ul style="list-style-type: none"> • Inquiry-based learning (authentic and relevant topics to inspire social ally action/advocacy for others) • Safe and Accepting School Team (ongoing review of school data/needs and revision of approaches) • Leadership Opportunities, K–8 (e.g., Assemblies, fundraisers and awareness for issues/others)
<h3>How We Report Bullying at Our School</h3>		
<p>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.</p>		
INTERVENTION	<p>Student Reporting:</p> <ul style="list-style-type: none"> • Reporting bullying to a trusted adult (e.g., parents/guardians, teacher, trusted friend, administrator, support staff, coach, police liaison officer) 	<p>Staff Reporting:</p> <ul style="list-style-type: none"> ➤ “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
	<p>Parent/Community Reporting:</p> <ul style="list-style-type: none"> • Reporting bullying to the classroom teacher, support staff and/or administration • “Report Bullying Now” button on the school website 	

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- “Report Bullying Now” button on the school/board website

- 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)

How We Respond to Bullying at Our School

Our school response to bullying follows a progressive discipline approach that may involve 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 “teachable moments” with restorative discussions (community circles)
- 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, Lisa Patrick)
- Developing an action plan that might include Restorative Practice, Progressive Discipline, or other actions
- Implementing a Safe Schools Student Safety Plan, when appropriate
- 21 Days of Well-being

How We Support and Follow-Up With Those Affected by Bullying at Our School

Support and 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 may include:

- School level support such as connections to a caring adult (e.g., teacher, SERT, support staff, coach) or appropriate co-curricular program (e.g., Social Justice Group, Student Leadership, AGSA)
- Board level support such as social workers or psychological services (with consent)

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- Identifying community support resources (e.g., Kinark, Grandview, Virtual Big Brothers and Sisters, DRPS – Community Liaison Officer)
- Individual monitoring plan based on individual needs (e.g., regular check-ins)

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 5 A's (Academics, Allyship, Achievement, Attitude, Arts)
- Police Liaison presentations (bullying presentation) - Virtual
- Safe Schools Bullying Awareness and Prevention lessons and events (e.g., poster competition for grades K-8)
- Cyber Safety – presentation from DRPS (grades 4 – 8) - Virtual
- Digital Citizenship (DDSB board support staff to work with students, teachers, and parents)
- Psychological and social worker services involvement with individual students (only with parent consent)
- Public Health presentations (as part of Community Voices with student participation)
- 21 Days of Well Being

Staff:

- 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
- Self-regulation/safe schools committee
- Equity representatives training
- BMS (Behaviour Management Systems) training

Parents:

- Parents Reaching Out Initiatives
- Parents and Partners Conference
- Public Health presentations
- 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 • Virtual Assemblies • Classroom/School/Board websites • Newsletter • Social media • Posters • Bulletin Board Displays • Clubs and Committees 	Staff: <ul style="list-style-type: none"> • Discussions and conversations • Staff meetings • School Growth Team (SGT) meetings • Division meetings • Professional development days • Weekly memo • E-mails • Social media (Twitter/Instagram) • Committees • School/Board websites • Professional learning networks • DDSB Portal 	Parents: <ul style="list-style-type: none"> • Discussions and conversations • School/Board websites • Parent engagement activities (e.g., Open house, assemblies, information nights) • Social media (Twitter/Instagram) • Remind/email • Weekly 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 h:		
<ul style="list-style-type: none"> • Safe and Accepting Schools Team meetings (monthly) • Staff meetings, division meetings, committee meetings • Intervention meetings (Area Team meetings, Faces on Data meetings, In-School Team meetings) • Follow up survey once some initiatives have been taken (focus: Representation of different Cultures and Supporting Mental Health) 			

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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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