

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: Jane Irvine

Teacher(s): C. Shirk, J. Lezetc, M. Gibb, K. Kirkwood

Student(s): Sauvé Summit Leaders

Community Partner(s): Constable Beck, K. Ward (Public Health)

Principal: Lauren Bliss

Support Staff: D. Parker, L. Dupuis

Parent(s): School Community Council

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:

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STRENGTHS

Attendance Data 2018-2019:

Tier 1 (9-18 days) –234 students
Tier 2 (18-32days) – 86 students
Tier 3 (more than 32 days) – 16 students

DDSB Human Rights Survey Data 2018-2019:

-Primary (Responses are a combination of yes and mostly)

69.6% of students feel they are treated fairly at school
75.4 % of students feel their school is against bullying.
87.2 % of students feel they learn how to solve our problems with friends.
72.3% of students see all kinds of people in books and on the walls in pictures.

-Junior (Responses are a combination of yes/always and often)

84.6 % of students feel their school is a place where everyone is treated fairly
89.9% of students feel their school is against bullying
87.2% of students feel their school teaches them how to solve problems peacefully
83% of students see all kinds of people in books, on the walls, and in their school work

-Intermediate (Responses are a combination of yes/always and often)

76% of students feel the school is a discrimination-free and harassment-free zone
81% of students feel that our school provides Human Rights Education
84% of student proactively take responsibility in their school to make sure others do not discriminate, and that they behave in ways that promote the safety and well-being of their school community
70% of students feel Diverse voices and perspectives (for example, gender, race/ethnicity, ideological) are represented in courses, textbooks, assemblies, libraries and classroom instruction

School Climate Survey Data 2018-2019

Feelings of Safety At School:

85% of students feel safe of very safe at school
Area for Growth: Bathrooms, Changerooms, Bus (drops with age)

Belonging and Connected:

74% of students agree or strongly agree that they belong and are connected at school
Areas for Growth: acceptance, mattering, belonging (drops with age)

Meaningful and Engaged:

67% of students agree or strongly agree that they are meaningfully engaged
Areas for Growth: have a say, feel they have input (drops with age)

Supportive Relationships:

76% of students agree or strongly agree that they have supportive relationships
Areas for Growth: feeling supported, feeling important, recognizing the needs of others (drops with age)

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

Create a safe and accepting school climate through:

- Focus on bullying prevention and making a difference (being an upstander/ally)
- Continue to educate students about the difference between conflict and bullying; support with strategies to resolve conflict and report/resolve bullying issues
- Explore different ways to be an ally
- Leverage Student Voice whenever possible
- Build Restorative Practice Training

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.

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| <ul style="list-style-type: none"> • Utilize <i>21 Days of Wellness, Identity and Student Voice Lessons</i> • Foster healthy relationships – <i>Summit Leaders, classroom buddies, assembly buddies, K-8 team building opportunities (4 times per year), Sauvé Boot Camp (focus on code of conduct)</i> • Bullying Awareness and prevention – <i>October Bully Prevention Month (daily announcements), Sauvé Summit Leader Meetings and Classroom Activities, Monthly Assemblies, Pink Shirt Day in February, We are Silent Campaign in March, embedded in every day classroom/school practice: focus on Bully Prevention using books, videos, etc.</i> • Character Education – <i>Monthly Assemblies (Character Awards) to highlight character traits and celebrate successful achievement of Sauvé Summit goals, character education is embedded in every day classroom/school practice: focus explicitly on one character trait per month</i>
<i>Community involvement activities – guest speakers: Community Safety Officer, Public Health Nurse</i> | <ul style="list-style-type: none"> • Conflict resolution • Culturally relevant and responsive pedagogy (using the Tool Kit) • Equity and inclusive education • First Nations, Métis, and Inuit perspectives • Positive Mental Health, Physical Education and Screen Time Challenges (passive programming for Wellness, monthly challenges) • Progressive Discipline: A Bias-Free Approach • Restorative Practice– Safe schools team to be trained in Restorative Practice • School-based community events • Self-regulation and stress management • Problem-solving and decision-making skills • Upstander/Ally behaviour • Daily Community Circle Prompts • Art/Photography about Allies/Bystanders/Anti-Bullying |
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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.

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| <ul style="list-style-type: none"> • <i>Safe and Accepting School Team</i> • <i>Sauv  Summit Leaders (monthly meetings and classroom activities)</i> • <i>Students and Teachers Against Racism – leadership group</i> • <i>WE group</i> | <ul style="list-style-type: none"> • <i>Bullying awareness and prevention week class initiatives</i> • <i>School wide anti-bullying poster contest</i> • <i>Sauv  Summit Leaders and Safer Schools Team meetings and active participation in planning school assemblies</i> • <i>K-8 Teams and challenges 4 times per year</i> |
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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.

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

INTERVENTION

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:

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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"> • 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 OPPORTUNITIES	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:		
	Student: <ul style="list-style-type: none"> • <i>Welcome back / Code of Conduct Assembly</i> • <i>First 21 Days of Wellness</i> • <i>Identity Exploration Lessons</i> • <i>Community Safety Officer Presentations</i> 	Staff: <ul style="list-style-type: none"> • First week Sauvé Boot Camp • Identity and Social Comprehension Lessons • First 21 Days of Wellness • Gr. 6-8 Appropriate Use of Devices training and licenses • Safe Schools Team training – Restorative Practice 	Parents: <ul style="list-style-type: none"> • Parents as Partners Conference • Public Health presentations • School Community Council Guest Speakers

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	<ul style="list-style-type: none"> • <i>Safe Schools bullying awareness and prevention initiatives – sharing of resources (monthly)</i> • <i>Active participation in the planning and delivery of monthly assemblies</i> • <i>Cyber Safety</i> • <i>Public Health presentations</i> • <i>Psychological Services and social worker services presentations</i> • <i>Student Voice Conferences</i> • <i>Summit Leaders (monthly meeting with Safe Schools Team)</i> 	<ul style="list-style-type: none"> • Culturally Relevant and Responsive Pedagogy Training • PD for Safe and Accepting Schools Team • DDSB Safety Week Open House • Mental Health First Aid • Violence Threat Risk Assessment Protocol Training • Safe Schools Bully Awareness and Prevention Week and Pink Shirt Day staff meeting training (presentations) • Self-Regulation training (Zones of Self-Regulation) • Equity Representatives Training • New Teacher Induction Program training 	<ul style="list-style-type: none"> • Parent Engagement presentations/activities • Articles in the monthly school newsletter • Information on the school website under the Safe Schools tab • Development and Implementation of Cultural Fair in June to celebrate student identities
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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:		
COMMUNICATION	<p>Students:</p> <ul style="list-style-type: none"> • Discussions and conversations • Announcements • Classroom visits • Assemblies • Sauvé Summit Meetings • School/Board Websites • Newsletters • Student Agenda • Bulletin Boards • Posters • Twitter and Social Media 	<p>Staff:</p> <ul style="list-style-type: none"> • Discussions and conversations • Staff meetings • Professional Activity Days • Sauvé Sunday Weekly Memo • Emails • Safe and Accepting School Team • School/Board Website • Engaging students in community circles, town hall (intermediate) 	<p>Parents</p> <ul style="list-style-type: none"> • Discussions and conversations • School/Board websites • Parent engagement activities (Open House, assemblies, concerts, information nights) • Student agenda • Newsletter • School Community Council • School Messenger (phone/email home message system)

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**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,
- School improvement planning (February and June)

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.

