

## 2018-2019 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.

## 2018-2019 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:** E. Poposki

**Teacher(s):** H. Moolenschot

**Student(s):** E. Small Woods, O. Langhorst

**Community Partner(s):** TBA (Public Health Nurse)

**V. Principal:** L. St. John

**Support Staff:** D. Coulbeck

**Parent(s):** K. Sivachandran

### 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 variety of sources, including school climate surveys of students, staff and parents every two years. Our school data indicates the following:**

#### STRENGTHS

- A vast majority of our students feel safe at school and feel they get along with others
- Many of our students feel safe in all areas of the school: classrooms, hallways, lockers, yard, buses, gym
- Most of our students report they never been bullied or only one time
- Students report that the following forms of bullying almost never happen at Pringle: electronic, race, culture, sexuality, gender, religion, ability, family income, homophobia
- Many of our students report that they know how to report bullying
- Most students feel that they have at least one staff member that makes them feel like they matter and treats them with respect and listens to them
- Most student feel like they belong
- Most students feel they have opportunities to participate in clubs, teams and school activities

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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

1. Connect students (social/emotional well-being) with trusted adult and with peers.
2. Develop a Pringle Pack structure with multi-grade groupings to facilitate community and connections within the student body.
3. Self-regulation will be embedded into practice to assist students in being calm and ready to learn.
4. Restorative conversations will be utilized by staff to help maintain our community when conflicts arise (Restorative Questions, Own it/Fix it/Learn From It/ Move on)
5. Cultivating a safe and accepting school community through the implementation of the BPIP goals and initiatives implemented by student lead teams. (Equity Team and Leadership Team)

### 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
- Staff training in the use of the Zones of Regulation language to describe stages of emotional regulation
- Self-regulation strategies and tools embedded into school/classroom practice
- Bully Awareness and Prevention Week Activities
- Pink Shirt Day activities
- Random Acts of Kindness Week activities
- Community Engagement: Family Wellness Night during Children's Mental Health Week
- Student Lunch/recess Helpers
- Equity and Inclusive education embedded into programming
- Character education embedded into programming
- School spirit days
- GSA club
- Rainbows support group
- Children's Mental Health Week Activities
- Bell Let's Talk Day
- Using Restorative Questions or Framework to support in times of conflict
- Equity and Inclusion activities developed by Equity Team, Safe Schools team and Safe and Accepting Schools Team e.g. training and participation in an in-service centered on the power of words
- Recess club to help foster social skills
- Creation of Panther Packs to foster student connections

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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.

- Equity Team
- Gay-Straight Alliance
- Leadership Team
- Safe and Accepting Schools Team Student Representative
- Star Club, We the Change
- School Community Council Student Representative
- Panther Pack Student Leadership

### 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.

#### INTERVENTION

#### 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

## 2018-2019 Bullying Prevention and Intervention Plan

	<b>How We Respond to Bullying at Our School</b>		
	<b>Our school response to bullying follows a bias-free approach to progressive discipline that involves the following immediate and long-term actions:</b>		
	<ul style="list-style-type: none"> <li>Ensuring the safety of all involved</li> <li>Responding to any student behaviour that is likely to have a negative impact on the school climate</li> <li>Conducting a school-based investigation (consulting the Police/Board Protocol, when necessary) considering mitigating and other factors</li> <li>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</li> <li>Collaborating with community partners, when appropriate</li> <li>Developing an action plan that is responsive and supportive</li> <li>Engaging in Restorative Practice conferencing, when appropriate</li> <li>Implementing a Safe Schools Student Safety Plan, when necessary</li> <li>Implementing/reviewing a Special Education Behaviour Safety Plan, when appropriate</li> </ul>		
INTERVENTION	<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>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>		
TRAINING/LEARNING	<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>Class review of Code of Conduct</li> <li>Police Liaison presentations</li> </ul>	<ul style="list-style-type: none"> <li>Safe and Accepting Schools Team Training</li> <li>School Climate Survey Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Regional SCC events</li> <li>SCC guest speakers</li> </ul>



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<ul style="list-style-type: none"> <li>• Welcome back character camp</li> <li>• Public Health Presentations (Action Pass, Bike Safety, Mental Health)</li> <li>• Digital Citizenship Boot Camp</li> <li>• Cypher Conference-Black Male Empowerment</li> <li>• Equity Student Voice Conference</li> <li>• Gay Straight Alliance Conference</li> <li>• Students Together Against Racism (STAR) student voice conference</li> <li>• Training for Panther Pack Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Culturally Responsive Pedagogy</li> <li>• DDSB Safety Week Open House</li> <li>• Apply Suicide Intervention Skills Training</li> <li>• Safe Schools Bully Awareness and Prevention Week Conference</li> <li>• Pink Shirt Day Staff Meeting Training</li> <li>• Self-Regulation Training with Dr. Stuart Shanker</li> <li>• Equity Representatives Training</li> <li>• New Teacher Induction Program (NTIP) Training</li> </ul>	<ul style="list-style-type: none"> <li>• DDSB Welcome Back BBQ</li> <li>• Parents Reaching Out Initiative (Family Wellness Night)</li> <li>• Parents as Partners Conference</li> </ul>
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COMMUNICATION	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:	
	<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>• Student agenda</li> </ul>	<ul style="list-style-type: none"> <li>• Social Media (Twitter)</li> <li>• Posters/Information Board</li> <li>• Staff/Division Meetings</li> <li>• Weekly Staff Memo</li> <li>• School Community Council</li> <li>• School Messenger</li> <li>• Parent engagement activities (Open House, assemblies, concerts, information nights, Family Wellness Night)</li> </ul>

CONTINUOUS	Monitoring Our Progress	
	As part of the continuous improvement model, the Bullying Prevention and Intervention Plan will be monitored regularly through:	
	<ul style="list-style-type: none"> <li>• Safe and Accepting Schools Team meetings</li> <li>• Staff meetings, division meetings, committee meetings</li> <li>• School improvement planning</li> </ul>	

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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.

