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;

For the purposes of the definition of "bullying" in subsection (1), behaviour includes the use of any physical, verbal, electronic, written or other means.

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

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.

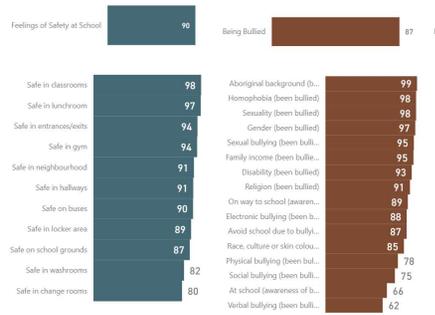|	
Chair: Dawn Vasey (VP)	**Principal:** Val Brooks
Teacher(s): Lindsay Avison, Juliet Young	**Support Staff:** R. Peters, K. Alfred
Student(s): Sofia C, Hadin, Arzoo, Rhakesh	**Parent(s):** Amy Renton
Community Partner(s): Nicole Goodfellow	

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

Feelings of Safety at School 90   Being Bullied 87   B

Safe in classrooms 98	Aboriginal background (b... 99
Safe in lunchroom 97	Homophobia (been bullied) 98
Safe in entrances/exits 94	Sexuality (been bullied) 98
Safe in gym 94	Gender (been bullied) 97
Safe in neighbourhood 91	Sexual bullying (been bulli... 95
Safe in hallways 91	Family income (been bullie... 95
Safe on buses 90	Disability (been bullied) 93
Safe in locker area 89	Religion (been bullied) 91
Safe on school grounds 87	On way to school (awaren... 89
Safe in washrooms 82	Electronic bullying (been b... 88
Safe in change rooms 80	Avoid school due to bullyi... 87
	Race, culture or skin colou... 85
	Physical bullying (been bul... 78
	Social bullying (been bulli... 75
	At school (awareness of b... 66
	Verbal bullying (been bulli... 62

STRENGTH:

-90% of students feel safe at school

-85 – 99% are not bullied due to differences such as race, culture, disability, or electronically

NEED:

-22-38% are bullied due to verbal, social or physical (verbal bullying is where our biggest growth needs to happen)

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.

2019 - 2020
Bullying Prevention and Intervention Plan

GOALS

Highbush P.S. will continue to use a multi-faceted approach; including building awareness of social justice and equity in order to create a safer and more accepting school climate for students and their families. A commitment to building relationships (student – student, student – teacher, teacher – teacher, and school – community) will be continued this year. We are also focusing on a "You Matter" initiative so that each student at Highbush knows they are an important part of the school.

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.

Durham Public Health:

- Provide links, pamphlets, and act as a resource for the Safe & Accepting Schools Team and staff for co-planning lessons

Parents/Guardians:

- Continue to update Parent section on school website and Parent board with helpful resources (links to public library and other community agencies)

- Continued and ongoing communication with parents through SCC

<u>School Staff:</u>

- Create and train leadership groups addressing inequities and breaking stereotypes that cause bullying
- Identify students in risk and create a student – teacher mentor relationship, so each student has an adult in the building they can go to for support (e.g. classroom teacher past or present, SERT, Admin etc)
- Explicit and grade appropriate teaching of Self Regulation to students from K-8, using the Learning Skills as common practice
- Explicit and grade appropriate teaching of what teasing, conflict, mean moments and bullying is
- Improve on supervision in low supervision areas
- Build relationships (student-student, student-teacher, teacher-teacher, school-community) to proactively prevent bullying as well as have supports put in place to help if bullying occurs
- Designate washrooms based on Grades and monitor
- Self Regulation Team with student leaders helping to supervise younger students at recesses and at lunch time

<u>Admin:</u>

Is it Bullying? What is It?

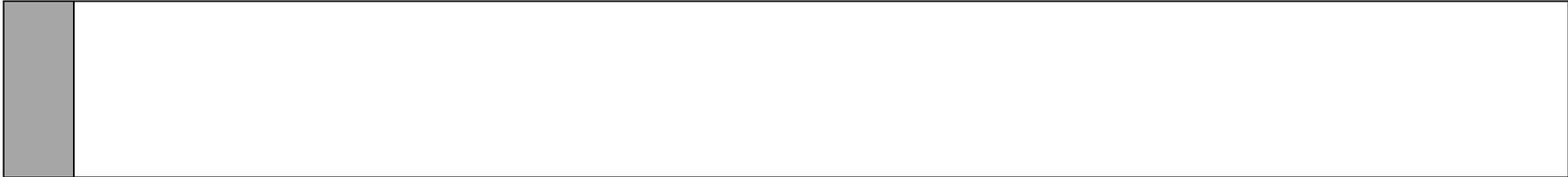| TEASING	CONFLICT
• Everyone is having fun • No one is getting hurt • Everyone is participating equally	• No one is having fun • There is a possible solution to the disagreement • Equal balance of power
MEAN MOMENT	BULLYING
• Someone is being hurt on purpose • Reaction to a strong feeling or emotion • An isolated event (does not happen regularly)	• Attacked physically, socially, and/or emotionally • Unequal balance of power • Happens more than once over a period of time • Someone is being hurt on purpose

- Facilitate Safe & Accepting Schools Meetings & Provide minutes

- Organize Big Brothers/Sisters to come into the building for some of our in risk students
  Continue to provide online resources on bullying, resiliency, and self-regulation (i.e. links to board resources and community resources) and making updates as new information becomes available

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.

- Identity webs done with students in the first week
- student led monthly cultural/diversity information
- LGBTQ board and PRIDE flag

- Continue to provide presentations/campaigns from our Equity and Anti-Bullying leadership groups to classes/assembly on anti-bullying, conflict resolution, resiliency, social skills, self-regulation
- Intermediate Leadership Team
- Primary First Nations Group
- Student announcements done during Bullying Awareness and Prevention Week

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:	Staff Reporting:	Parent/Community 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	• "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)	• 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
- 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:

- 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:

- Individual monitoring based on specific needs (e.g., regular check-ins)

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:

Student:	Staff:	Parents:
* August Leadership Camp (themes included self-regulation, equity, and leadership skills) And You Matter T-Shirts given for all Leadership students * Digital Citizenship boot camp (Intermediate)	* Staff Meeting training on Self Regulation, Safe Schools training, Equity and Diversity * CRRP best practices, new CRRP Tool Kit, ETFO CRRP guide * School Climate Survey/Safe and Accepting Schools Team	*health nurse on curriculum night *update website with current and relevant resources * Parent Resource Binder and pamphlets (counselling, parenting, other resources)

* Student Voice Conference on Equity and Bully prevention * Social Stories for FDK and Primary Students * Class presentations and campaigns (i.e. Pink Shirt Day, online support resources (prevnet.ca, Kids Help Phone) *Partner with Community Officer for divisional presentations *Self Regulation Team	* BMS training for staff encouraged (SERT and Admin) * Mental Health First Aid (Admin) * Mental Health Resources shared with staff * Building Resiliency through Self-Regulation divisional focus *ASIST training (SERT, Admin) *You Matter T-shirts given to all staff: EA's, ECE's, Teachers, ECE's, Clerical, Custodial	

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:

Student:	Staff:	Parents:
• Announcements • Classroom visits • Assemblies • School/Board Websites • Student Agenda • Social Media Posters	• Staff Meetings • Professional development • E-mails • Committees • Weekly Update/Highbush View • Social Media • School/Board websites	• Discussions and conversations • School/Board websites • Parent engagement activities • Social media • Student agenda • Newsletters Committees

Monitoring Our Progress

CONTINUOUS IMPROVEMENT

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
- DDSB School Climate Survey
- Walkthroughs (checking in on students)

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.

SAFE SCHOOLS
Durham District School Board