



2019-2020

## Bullying Prevention and Intervention Plan

### Our School Commitment

We are committed to fostering a safe and accepting learning environment that promotes the well-being and academic achievement of all learners using 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*

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

**Chair:** Principal – Karen McCready

**Vice Principal:** Paul Khajuria

**Teacher(s):** Ryan Weening, Debra Berry, Louise McKechney, Kimberley Moore

**Student(s):** Student Leadership Team / ME to WE group

**Support Staff:**

**Community Partner(s):**

**Parent(s):**

### 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:

#### STRENGTHS

- 93% of students feel safe in their classrooms
- 75% of students feel safe on the school grounds
- 85% of students feel that students support each other
- 95% of students report that they have not seen others being bullied

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

- Students will report a decrease in incidents of bullying
- Students will have an increased understanding of bullying vs. a disagreement or conflict
- Classroom structures and practices will purposefully consider and promote student well-being
- Staff and students will commit to problem solving when conflicts arise using a consistent restorative approach.
- Staff will support students in understanding how to report bullying and empower them to be upstanders



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### What We are Doing In Our Classrooms and in Our School - Bullying Awareness and Prevention Strategies

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.

**AWARENESS AND PREVENTION**

- Bellwood has many community partners who assist with our messaging about Healthy relationship. They include: Durham Public Health Nurse, Durham Regional Police Liaison Officer, YMCA, Big Sisters
- Focus on Barbara Coloroso's 'Own It, Fix It, Learn From It, Move On' for problem solving and conflict resolution
- School-wide self-regulation teaching & support through Zones of Self-Regulation
- Problem solving and decision-making skills are taught through Zones of regulation
- Use of DDSB REACT poster to support student understanding of safe responses to bullying
- Caring adults are available to all students; an increased focus on 'mattering'
- Character education is promoted through daily announcements, monthly assemblies, messages displayed on the hallway television, read alouds in classrooms
- Community involvement through ME to WE activities include: WE Scare Hunger food drive, 'Toilet-tree' festive collection
- School-wide Bullying Prevention & Intervention week activities done in classrooms
- Implementation of school-wide "14 Days to Awesome" at the start of the year, revisit after winter break
- Personal Safety session for our Intermediate students from our Community Officer
- Intramurals, curricular and extra curricular activities at lunch hour have supported students in establishing positive relationships with one another
- Student access to 'Green Room' as an alternate recess opportunity
- Restorative Practices is a philosophy that is regularly used at Bellwood. "Restorative Practices are a framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right."

### What 'Student Voice' is Doing 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 strategies are student-based initiatives that are being implemented at our school.

- Student Leadership group Grades 6-8
- ME to WE group
- Student entries in monthly newsletter



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### Bullying Prevention and Intervention Plan

#### 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:

- Report bullying to a trusted adult (e.g., teacher, administrator, support staff, coach, police liaison officer)
- Report Bullying Now button on the school /DDSB website

##### Staff Reporting:

- “The Education Act states than 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:

- Report bullying to the classroom teacher and/or administration
- “Report Bullying Now” button on the school website

INTERVENTION

#### How We Respond to Bullying at Our School

Our school response to bullying includes a tiered 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 Progressive Discipline*
- *Conducting a school-based investigation*
- *Contacting community partners, when necessary*
- *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*
- *Consider mitigating and other factors*
- *Developing an action plan that might include Restorative Practices, Progressive Discipline, or other actions*



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## Bullying Prevention and Intervention Plan

<b>INTERVENTION</b>	<b>How We Support and Follow-Up With Those Affected by Bullying at Our School</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:		
	<ul style="list-style-type: none"> <li>School level support such as connection to a caring adult (e.g., teacher, SERT, support staff, coach) or appropriate co-curricular program</li> <li>Board level support such as social workers or psychological services (with consent)</li> <li>Identifying community support services(e.g. Durham Regional Police Liaison, Girls Inc., Children’s Aid Society, Kinark, Big Brother/Big Sister, Area Team members such as Social Worker, Psychological Services)</li> </ul>		
	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</b>	<b>How We Are Building Capacity for Prevention and Intervention At Our School</b>		
	Training opportunities include board level training, community led training, and school based training.		
	<b>Student:</b> <ul style="list-style-type: none"> <li>Welcome back / Code of Conduct assembly</li> <li>14 Days of Awesome</li> <li>Police Liaison presentations</li> </ul>	<b>Staff:</b> <ul style="list-style-type: none"> <li>14 Days of Awesome</li> <li>Culturally Responsive Pedagogy training</li> <li>School Climate Survey/Safe and Accepting Schools Team training</li> <li>Mental Health First Aid for Adults Who Interact with Youth training</li> <li>Violence Threat Risk Assessment Protocol training</li> <li>Safe Schools Bulling Awareness and Prevention Week and Pink Shirt Day staff meeting PowerPoints</li> <li>New Teacher Induction Program (NTIP) training</li> <li>Whole School Behaviour Management Systems Training</li> <li>Professional learning linked to equity &amp; inclusion at staff meetings</li> <li>Guest Speakers e.g. Self-Regulation, Executive Functioning, Autism Awareness, Tourette’s</li> <li>Instructional practices that are aware of CRRP and reflective of our community</li> </ul>	<b>Parents:</b> <ul style="list-style-type: none"> <li>annual Parents are Partners Conference</li> <li>School Community Council guest speakers</li> <li>Parent engagement presentations/activities</li> </ul>





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## Bullying Prevention and Intervention Plan



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### 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:

**COMMUNICATION**

**Student:**

- Discussions and conversations
- Announcements
- Classroom visits
- Assemblies
- School/Board websites
- Newsletter
- Student agenda
- Social media (Twitter)
- Posters

**Staff:**

- Discussions and conversations
- Staff meetings
- Department/Division meetings
- Professional development days
- Weekly memo – Bobcat Bulletin
- E-mails
- Social media
- Committees
- Professional learning networks
- School/Board websites
- Meeting with Lunchroom Supervisors
- School Leadership Team, Safe & Accepting Schools Team

**Parents:**

- Discussion and conversations
- School/Board websites
- Parent engagement activities (e.g., Open house, assemblies, concerts, information nights)
- E-mails
- Social media
- Student agenda
- Newsletters

**CONTINUED**

### Monitoring Our Progress



## 2019-2020 Bullying Prevention and Intervention Plan

As part of the continuous improvement model, the Bullying Prevention and Intervention Plan will be monitored regularly through:

- Safe and Accepting School Team meetings
- Staff meetings, division meetings, committee meetings
- DDSB School Climate Survey / Safe and Accepting Schools Team training

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.

