

2020 - 2021

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.

2020 - 2021

Bullying Prevention and Intervention Plan

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

PPM 144

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: Angela Yiouroukis	Principal: Monique Muller-Law, Ann Armstrong, Leah Franklin
Teacher(s): Todd Davis, Karen Ritchie	Support Staff:
Student(s):	Parent(s):
Community Partner(s):	

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:

S T R E N G T H S	<p>The School Climate data indicated that the vast majority of our students feel safe at school. The data also indicated that students feel DASS shares in the collective responsibility in fostering healthy relationships that build welcoming, respectful, safe and inclusive environments. DASS Staff work to ensure both classrooms and the school environment are safe and stable environments for students to learn. DASS provides students in need with some of their basic needs which include: Healthy Breakfast and Lunch programs, on-site food bank, and a community closet for students to access clothes and household items. DASS continues to support and guide students by providing access to a Social Worker on-site as well as a Mental Health Worker through CMHC. DASS has made it a priority to have all staff trained in developing and fostering strategies to create trauma sensitive classrooms and build resilience. DASS maintains a close connection with Eastview Boys and Girls Club to help students access housing, Ontario Works and other community services and supports.</p>
--	---

2020 - 2021

Bullying Prevention and Intervention Plan

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.

DASS is committed to making our school a safe and supportive learning environment for all students. At DASS we believe in fostering a sense of belonging and promoting a strong self-worth to prevent bullying.

Our goal is twofold:

**G
O
A
L
S**

1. To present students with viable pathways for future employment and connections to community partners. Students will further their ability to be successful in a career pathway plan by achieving academic success; in support of this, a comprehensive Student Success plan will be put in place.
2. Some of our student population state that they never or only sometimes have friends. To continue fostering a sense of belonging and well-being we will focus on creating opportunities for students to engage in healthy peer relationships within the school environment. This will be achieved by cohorting students with wrap around student success support to promote positive peer groups within the school community.

2020 - 2021

Bullying Prevention and Intervention Plan

A W A R E N E S S A N D P R E V E N T I O N 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.

- Following Progressive Discipline: A Bias-free Approach
- Using Restorative Practice
- Cohorts with wrap around student success support, for example: a dedicated caring teacher for every 15 students per session, meeting individual student needs
- Helping students develop a positive sense of self by offering academic supports and a wide range of community supports
- At DASS we create a culture of caring by modelling patience, acceptance, understanding, kindness, compassion and warmth with positive interactions amongst staff and positive interactions between staff and students
- Bullying awareness and prevention through classroom activities and large group presentations
- Annual Women's Empowerment
- Healthy relationships (e.g., Restorative Practice in classrooms/office)
- Equity and inclusive education (Equity courses)
- Building resiliency
- Caring adult
- Community Connections (Eastview Boys and Girls Club)
- Community involvement activities (Restorative Practices Project)
- Conflict resolution
- Culturally responsive pedagogy
- Mental Health Worker on-site
- Empathy
- School-based community events
- Problem solving and decision-making skills
- Fabulous Fun Fridays
- Vision of inclusive student services to support staff and students to become barrier smashers
- FlightUnit wellbeing presentations- virtual
- FlightUnit Motivational Mondays

2020 - 2021

Bullying Prevention and Intervention Plan

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.

- DASS Gay/Straight/Trans Alliance
- DASS HUB Fairs: Community Connections - virtual
- Durham Youth Drug Awareness Committee (DYDAC)
- Equity Courses to reflect diverse student population
- DASS Student Voice Surveys
- Inquiry Based Learning
- Open and continual access to Guidance Counsellors and Mental Health Supports
- Virtual Guidance office with daily student check-ins, “jamboards/post-it,” and google surveys and open googlemeet guidance drop in sessions

2020 - 2021

Bullying Prevention and Intervention Plan

**I
N
T
E
R
V
E
N
T
I
O
N**

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

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 and implementing/reviewing a Special Education Behaviour Safety Plan, when appropriate

2020 - 2021

Bullying Prevention and Intervention Plan

**I
N
T
E
R
V
E
N
T
I
O
N**

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)

2020 - 2021

Bullying Prevention and Intervention Plan

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:

**T
R
A
I
N
I
N
G
/
L
E
A
R
N
I
N
G**

Student:

- Police Liaison visits
- Annual Women’s Empowerment Conference
- DASS HUB Fairs: Community Connections
- Safe Schools Bullying Awareness and Prevention Conference
- Training on how to report bullying using REPORT BULLYING
- Talking About Mental Illness (TAMI)
- Psychological and social worker services
- Vetted evidence-based/evidence-informed training that reinforces curriculum connections
- Pink and Orange Shirt Day Activities

Staff:

- Introduction to Restorative Practice Framework
- Circle training
- Culturally Responsive Pedagogy training
- School Climate Survey/Safe and Accepting Schools
- Mental Health First Aid for Adults Who Interact with Youth training
- Violence Threat Risk Assessment Protocol training
- Safe Schools Bullying Awareness and Prevention
- Anti-Oppression, Equity, and Inclusive Education
- Equity representatives training
- New Teacher Induction Program (NTIP) training
- Safe Schools updates/trainings at staff meetings

Parents:

- Pathways Meetings during registration with a Supportive Person and/or parent for those under 18
- Community Fairs - virtual

2020 - 2021

Bullying Prevention and Intervention Plan

How We Are Communicating With Students, Staff, Parents and the Community

**C
O
M
M
U
N
I
C
A
T
I
O
N**

To support a whole school approach, the school will communicate with staff, students, parents and the community. Communication methods include:

- Discussions and conversations
- Announcements
- Classroom visits
- School/Board websites
- Staff Meetings
- Committees
- Social media (Twitter/School Info App)
- Remind
- Professional Learning Networks
- Professional Development Days
- Virtual Assemblies

2020 - 2021

Bullying Prevention and Intervention Plan

C
O
N
T
I
N
U
O
U
S
I
M
P
R
O
V
E
M
E
N
T

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, department meetings, committee meetings
- School improvement planning
- Self reflection and discussion

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.