The following Bullying Prevention and Intervention Plan template is a tool created by the DDSB Safe Schools Department, in consultation with other board departments, to assist Safe and Accepting Schools Teams in creating their school Bullying Prevention and Intervention Plan.

Each school is required to have a Bullying Prevention and Intervention Plan, as outlined in Policy and Procedure #5148, and in Ministry legislation. How the school chooses to format their plan is up to each individual school.

This Bullying Prevention and Intervention Plan template is one format that a school may choose to use.

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

Our Safe and Accepting Schools Team

Our Safe and Accepting Schools Team is responsible for fostering a safe, inclusive, and accepting school climate.

Chair: Imran Syed	**Principal:** Imran Syed
Teacher(s): Allison Kim, Beth Claus	**Support Staff:** Jennifer Alls(VP), Marlene Raby(Chief Custodian)
Student(s): Student Council Members, POP,	**Parent(s):** SCC Members
Community Partner(s): Community Liaison Officer	

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

- Students are seeking opportunities to increase leadership, the use of student voice and build greater understanding of the diversity in our community
- A number of staff and students are empathetic to the needs of students with special needs, but a number of misconception exist around how best to support behavioural manifestations of these needs; as a result, there is a marked discrepancy that can trigger and exacerbate tensions AND perpetuate biases that contribute to inappropriate comments and actions
- For the most part, students report feeling safe at school but other students are noticed spending time alone
- Students report that they talk with trusted adults as a strategy for coping with conflicts and incidents of bullying
- A communication deficit contributes to the escalation and seriousness of incidents (students are not reporting incidents to adults, when staff receive information, it is sometimes not contextualized or addressed according to progressive discipline as it is handled at the classroom level; administrators have often received information about ongoing issues from parents and are then forced to handle situations much less proactively than desired

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

- *Clarify "Bullying" definition, foster increased parent involvement and communication*
- We will provide greater opportunities for student leadership, student voice and advocacy to promote inclusion, foster conflict resolution and restorative practice and increase our ability to be allies for one another
- Capacity will be built in the areas of Equity, Special Education, Communication and Inclusivity so more proactive, supportive and positive methods are used to build a community of learners and supportive adults who are better able to foster a safe and inclusive school
- Staff will become more visible and more proactive when supervising during less structured times by increasing their movement and proximity to student groups and taking opportunities to directly teach conflict resolution and advocacy strategies as situations arise

AWARENESS AND PREVENTION

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.

Classrooms

- *Increase use of modelling to support conflict resolution during class times and less structured times*
- *Increase the use of consistent language AND approach around calming strategies, goal setting, self regulation and conflict resolution*
- *Establishing goals and critical pathways to better embed student voice, culturally relevant and responsive pedagogy hand more inclusive practices*
- *Fostering more frequent communications with parents/guardians pertaining to academic AND social success and goal setting*

School

- *Monthly assemblies reinforcing positive character development*
- *Focus on Restorative Approach to Conflict Resolution (Sharing perspective and feelings, Repairing situations)*
- *Training specific to conflict resolution, special needs and restorative practice for lunch supervisors, peer leaders, volunteers and staff*
- *Increased focus on proactive intervention strategies to reduce triggers*
- *Investing in school spirit through increased student leadership and spirit days that embed inclusivity, student voice and success for all*
- *Increasing parent engagement, communication, and community partnerships*
- *Collaboration with our school liaison officer.*
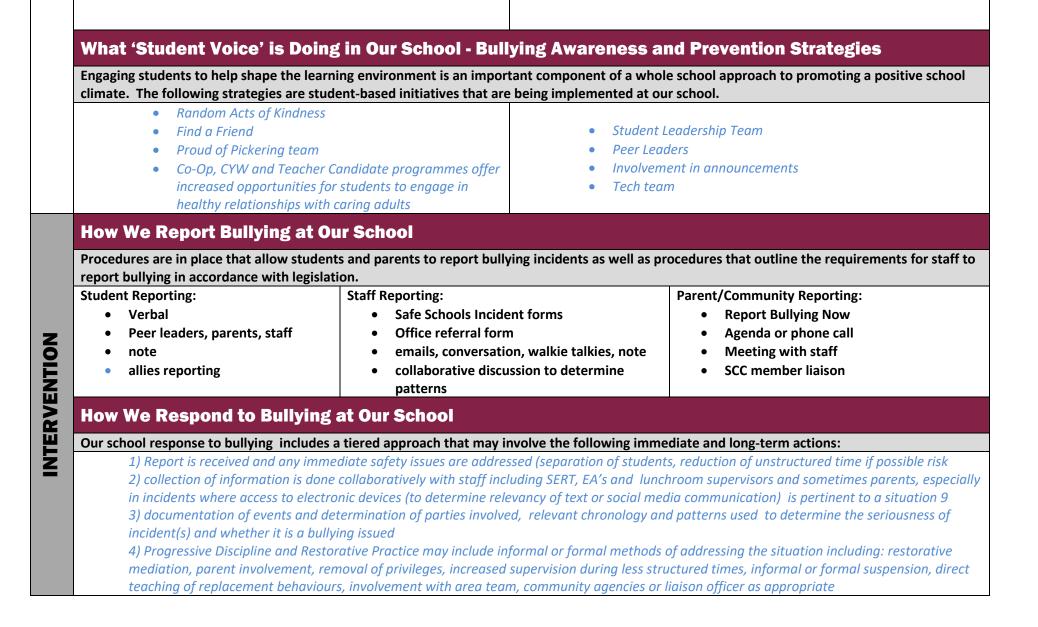- *School observation of Pink Shirt Day, as well as student participation in activities related to this event.*

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.

- *Random Acts of Kindness*
- *Find a Friend*
- *Proud of Pickering team*
- *Co-Op, CYW and Teacher Candidate programmes offer increased opportunities for students to engage in healthy relationships with caring adults*

- *Student Leadership Team*
- *Peer Leaders*
- *Involvement in announcements*
- *Tech team*

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:
• Verbal	• Safe Schools Incident forms	• Report Bullying Now
• Peer leaders, parents, staff	• Office referral form	• Agenda or phone call
• note	• emails, conversation, walkie talkies, note	• Meeting with staff
• allies reporting	• collaborative discussion to determine patterns	• SCC member liaison

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:

1) Report is received and any immediate safety issues are addressed (separation of students, reduction of unstructured time if possible risk

2) collection of information is done collaboratively with staff including SERT, EA's and lunchroom supervisors and sometimes parents, especially in incidents where access to electronic devices (to determine relevancy of text or social media communication) is pertinent to a situation 9

3) documentation of events and determination of parties involved, relevant chronology and patterns used to determine the seriousness of incident(s) and whether it is a bullying issued

4) Progressive Discipline and Restorative Practice may include informal or formal methods of addressing the situation including: restorative mediation, parent involvement, removal of privileges, increased supervision during less structured times, informal or formal suspension, direct teaching of replacement behaviours, involvement with area team, community agencies or liaison officer as appropriate

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INTERVENTION

How We Support and Follow-Up With Those Affected 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:

- *Ongoing monitoring to ensure safety, emotional health; increased communication with families*
- *involvement with in school team, area support team and community agencies as appropriate*

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:

- *Ongoing monitoring to ensure safety, emotional health; increased communication with families*
- *involvement with in school team, area support team and community agencies as appropriate*

TRAINING

How We Are Building Capacity for Prevention and Intervention At Our School

Training opportunities include board level training, community led training, and school based training.

Student:

- *Conflict resolution modelling*
- *Proud of Pickering*
- *PFlag workshops*
- *Direct teaching of replacement behaviours*
- *Training for Peer Leaders*
- *Liaison officer relationship building and use of Positive Tickets*
- *Use of Restorative Practice/ Community Circles*

Staff:

- **BMST, Mental Health Training**
- **Select staff have ASIST, VTRA 1, VTRA 2**
- **Staff meeting stations**
- **Debrief meetings involve admin, social work and psychological services**
- **Partnership building with community agencies such as Kinark, Girls' Inc, Youth Centre, PFlag for workshops, training and specialized services**
- **EA 2 to be trained in SNAP via pilot project with Kinark**

Parents:

- *Parent engagement opportunities involve networking with community agencies and board support personnel*
- *Tips/strategy sharing in newsletters*
- *Creation of parent engagement displays that promote community agencies and offer tips and strategies, handouts, flyers for events*
- *Ongoing communication*
- *Hosting parent information nights such as ADHD Awareness Expo*

COMMUNICATION	• At-risk/intervention meetings incorporate discussion of risk factors and protective factors	

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:

Student:	Staff:	Parents:
• Announcements • Posters • Leadership initiatives • Random Acts of Kindness • Character Assemblies	• Staff weekly memo • Emails • Involvement in weekly debriefs as appropriate for at risk students • Connections with resources from a variety of ministry and community agencies • Case conferences	• Website • Newsletters • Surveys • SCC • Case Conferences • Parent Engagement events • Introduction to community agencies and resources

Monitoring Our Progress

CONTINUOUS IMPROVEMENT

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

- *Intervention meeting discussions, ongoing dialog with staff pertaining to class and yard climate, admin presence, yard duty observations*
- *Built in check ins with at risk students and families*
- *Establishing connections with community agencies to support families and students and involvement of case workers during case conferences for at risk students*
- *Ongoing administrator/SERT/in school team communication to monitor trends in behaviours, social media use and emotionl/mental health*

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.

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SAFE SCHOOLS

Durham District School Board