

## 2021 - 2022 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.

## 2021 - 20202 Bullying Prevention and Intervention Plan

### Our Positive School Climate Team

Our Positive School Climate Team leads our planning to promote a safe, inclusive, and welcoming school climate.

**Chair:** Julianne Byrne

**Teacher(s):** Jennifer Boudreau,

**Student(s):** James Kay

**Community Partner(s):** Travis Dukelow (BCH) and Cynthia Rogers Public Health Nurse, Kristy Frech (DRPS)

**Principal:** James Klodnicki and Pamela Koster VP

**Support Staff:** Cynthia Wilkinson, Sara Schleien

**Parent(s):** Colleen Marquis

### 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

*95% of student respondents feel safe at school*

*98.3% of student respondents have NOT seen others being bullied*

*92.9% of student respondents have NOT been bullied.*

*89.7% of student respondents feel accepted by staff.*

*89.7% of student respondents feel their culture is respected.*

*75.9% of student respondents feel their culture is represented.*

all of these responses show an increase since the last survey

## 2021 - 2022 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.

### GOALS

1. Grade 9 Presentations to individual classes by Positive School Climate Team, administration and police liaison officers outlining forms of bullying, how to report, how to respond (Use of REACT Model: **R**ecognize Bullying, **E**mpathize, **A**CT) and reminder of consequences of bullying – from both Administration and Police (Presentations occurred in August 31 and September 2, 2021)
2. To meet as a Positive School Climate Team throughout school year and review areas of need.
3. Positive School Climate Team will work with other groups/committees in the school (ie: School Improvement Team, Equity Committee, Student Council)

### 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.

At Brock High School, we will implement many strategies, which will focus on fostering a learning environment that promotes a positive sense of self, spirit and belonging.

##### ***Fostering Healthy Relationships***

- Welcome Back (virtual) assemblies
- Report Bullying Now program
- Consistent enforcement of Code of Conduct
- Character Education promoted in classrooms, announcements, bulletin board
- Teachers choose resources which reflect diverse perspectives
- Pink Shirt program, Orange Shirt program
- Various Sports Teams (ie: girls' rugby, volleyball, etc.)
- Clubs (Chess Club, Reach For The Top Trivia Team, SAGA, Indigenous Student Group, Student Council, Yearbook Club)
- Teachers build relationships with students on ongoing basis

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### ***Self-Regulation***

- Self-regulation tools available in our Academic Resource Room
- Movement breaks built into our classroom (PLP, SSP) structures
- Mask/Nutrition breaks
- Self-regulation strategies embedded within school/classroom practices
- Innovative classroom furniture (ie: Standing Tables)

### ***Bullying Awareness and Prevention***

- Bullying Awareness and Prevention Activities (Campaign to last a full week with announcements, displays, class activities, Bullying Prevention Awareness Forum)
- Pink Shirt Day Activities
- Bullying Awareness and Prevention Grade Assembly Presentations with teachers, administration and DRPS Police Officers

### ***Character Education***

- Character Education embedded in regular daily programming
- Use of teachable moments in classrooms
- Student Recognition (I.E., Honour Roll)

### ***Community Engagement***

- Post-Secondary Education School Fairs
- HUB activities with community partners

### ***Equity and Inclusive Education***

- Indigenous Student Group
- Orange Shirt Day and Recognition of Survivors
- Equity Committee
- SAGA (Sexuality and Gender Alliance)
- Dress Purple Day – Rights of children and youth to safety and well being
- Equitable Pathways Initiative
- CRRP – Embedded in regular lessons

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### ***Positive Mental Health***

- Curriculum that Focusses on Mental Health and Well-Being
- Brock Community Health and Nurse Practitioner Available
- Counselling Supports Available to All Students – Social Worker and Psychologist

### ***Well-Being (I.E., Physical, Emotional, Cognitive, and Social Needs)***

- Daily Breakfast Club
- Brock Community Health and Nurse Practitioner Available

### ***Restorative Practice***

- Following the “Foundations of Restorative Practice” to Cultivate Community, a positive sense of self, spirit and belonging
- Building awareness among staff
- Use of Restorative Practice including Circles
- Establishing and maintaining community to avoid conflict – but should one occur restore community

### **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.

Our school, staff, and students are involved in many “Student Voice” opportunities that help shape our school culture. They include:

- Student Council
- SAGA
- Equity Committee
- Positive School Climate (Student Representative)
- School Community Council (Student Representative)
- DDSB Student Senators
- Indigenous Student Group



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### 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:

- 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 (All grade 9’s received training through individual classroom presentations)

##### 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 Positive School Climate Student Safety Plan, when necessary
- Implementing/reviewing a Special Education Behaviour Safety Plan, when appropriate
- Use of Restorative Practice

## 2021 - 2022 Bullying Prevention and Intervention Plan

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:	
	<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>	
	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:	
	<ul style="list-style-type: none"> <li>• Individual monitoring based on specific needs (e.g., regular check-ins)</li> </ul>	

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:		
	<b>Student:</b> <ul style="list-style-type: none"> <li>• Welcome Back Code of Conduct assemblies</li> <li>• Police Liaison Officer Presentations (Bullying Awareness and Prevention)</li> <li>• SAGA</li> <li>• Indigenous Student Group Conference</li> </ul>	<b>Staff:</b> <ul style="list-style-type: none"> <li>• NTIP (New Teacher Induction Program) Training</li> <li>• Mental Health Presentations (Public Health Nurse, Mental Health Board Facilitator, Psychological Associate)</li> <li>• Rapid Deployment Emergency Response training</li> <li>• Violence Threat Risk Assessment (VTRA) Protocol training</li> <li>• Applied Suicide Intervention Skills training (ASIST)</li> <li>• DDSB Safety week Open house</li> <li>• School Climate Survey/Positive School Climate Team Training</li> <li>• Culturally Relevant and Responsive Pedagogy training (School Improvement Team to share information at each staff meeting)</li> <li>• Equity Representatives</li> </ul>	<b>Parents:</b> <ul style="list-style-type: none"> <li>• School Community Councils (SCC) meetings</li> <li>• Regional SCC events</li> <li>• Positive School Climate Team members</li> <li>• DDSB Safety Week</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:		
	<b>Student:</b> <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>• Newsletter</li> <li>• Student agenda</li> <li>• Social media (Twitter)</li> <li>• Posters</li> </ul>	<b>Staff:</b> <ul style="list-style-type: none"> <li>• Discussions and conversations</li> <li>• Staff meetings</li> <li>• Department/Division meetings</li> <li>• Professional development days</li> <li>• Online calendar</li> <li>• Google classroom with staff meeting agenda</li> <li>• Emails</li> <li>• Social media</li> <li>• Committees</li> <li>• Professional learning networks</li> <li>• School/Board websites</li> </ul>	<b>Parents:</b> <ul style="list-style-type: none"> <li>• Discussions and conversations</li> <li>• School/Board websites</li> <li>• Parent engagement activities</li> <li>• Social media</li> <li>• Student agenda</li> <li>• Newsletters</li> <li>• Committees</li> <li>• School Messenger (phone call home system)</li> </ul>

CONTINUOUS IMPROVEMENT	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>• Positive School Climate meetings</li> <li>• Staff meetings, division meetings, department meetings, committee meetings</li> <li>• School improvement planning/regular School Improvement Team Meetings</li> <li>• Continue to be informed by data (surveys)</li> </ul>	

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.