

Bullying Prevention and Intervention Plan

OUR SCHOOL COMMUNITY

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

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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: T. Windrem

Support Staff: L. Spicer

Parent(s): S. Coros

Principal: J. McLeod

Student(s):

Community Partner(s): M. Ho (Durham Region Public Health Nurse)

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:

STRENGTHS

Students feel safe at school.

81% of our students reported feeling Safe/Very Safe at school.

Our data indicates that students feel most safe in Classrooms, the Neighbourhood, and Hallways, (many students also indicated feeling safe in locker areas in spite of the fact that Beau Valley has no lockers).

Areas where fewer students feel safe include Washrooms, School Yard, Buses and Changerooms (in spite of the fact that Beau Valley is not a bussed school and change rooms were not used by students last year).

With respect to bullying, 77% of students reported that they have never been bullied.

95% of students reported that they had not witnessed bullying at school.

These results mirror parent responses.

Where bullying is reported it is most frequently Verbal, followed by Physical and finally Social. This differs from Parent responses in that parents saw a greater level of Social Bullying than Physical Bullying.

Our data shows a greater number of female students reporting occurrences of bullying than male students.

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

- Increase understanding of bullying versus conflict for parents, students and staff. Focus on the difference between conflict and bullying and the definition of bullying.
- Building strong and supportive classroom and school communities
- Building conflict resolution skills, self-advocacy skills, peer support skills, and reporting skills.
- Increase positive interactions and promote a positive climate of care.
- Increased Student Involvement in Safe Schools Initiatives

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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 Beau Valley Public School, there are many positive strategies currently in place that support student well-being and impact students in a positive manner student learning:

- After Recess Check in by teachers to ensure the playtime was free of bullying
- The use of Zones of Regulation school-wide to help students articulate their feeling and the need for self-regulation strategies.
- Chill Zone
- Buddy Bench
- Teachers embedding mental health awareness practices in their daily lessons

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.

- Gr. 8 Leaders organize fundraiser events for the community

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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/guardian, 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
- Implementing/reviewing a Special Education Behaviour Safety Plan, when appropriate

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

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)

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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:

- Bullying Prevention and Intervention lessons from the Safe Schools portal
- Bulletin boards changed regularly with information on Well-Being and Equity & Inclusion
- Community Connections – Oshawa Generals, Durham Region Public Health
- First 20 Days of Wellbeing

Staff:

- First 20 Days of Wellbeing
- Classroom Lessons and lessons on the DDSB Safe School portal
- Zones of Regulation - resources
- Character Building
- Library – Professional Development resources
- Staff Meeting – Monthly professional development
- DDSB Professional Development opportunities –
- Dr. Stuart Shanker conferences, Equity and Inclusive Education Training, Anti-Oppression training, Violent Threat Risk Assessment Training, Suicide Prevention and Intervention Training, First Aid and C.P.R. Training
- Connecting with Area Team – Social Work, Psychometrist
- Being visible on School Yard with the use of school vests
- Being visible in the hallways during entry and exits
- Use of Walkie-Talkies to communicate quickly
- Use of Restorative Practice questions and reflections

Parents:

- S.C.C.
- Social Media Updates
- Website Updates
- School Messenger Messages
- Regular Bobcat Blog Posts
- Parent member on our Safe Schools Team
- Parent input on parent engagement events
- Front Foyer parent resource library

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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:

Teachers are using various methods in which to communicate with parents. There are a variety being used by teachers to ensure parent communicate is easily accessible and convenient to both teachers and parents. Examples include:

- Website
- Social Media (Twitter/Instagram)
- Class Newsletters
- Remind/Bloomz
- eMail

As a school, we have started a Twitter hashtag focus. The goal is to have all teachers using the hashtag to highlight the learning at Beau Valley. All parents are encouraged to follow Beau Valley on Twitter and see the #BeauValleyPS to highlight daily learning. Other opportunities for parent communication include:

- Parent Meetings (Including SCC)
- Regular Newsletter (Friday Family Information)
- School Messenger
- Information Sessions
- Parents as Partners Conference

CONTINUOUS IMPROVEMENT

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 that include Equity and Inclusive Education team members
- Staff meetings, division meetings, committee meetings,
- School improvement planning
- Parent engagement sessions, surveys, school community council meetings