

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.

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

2020 - 2021 Bullying Prevention and Intervention Plan

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: N. Locker

Principal: B. Noble

Teacher(s): D. Sonegra, H. Barton, J. Parliament, M. McChesney, C. Hooper, A. Cowan,

Support Staff: L. McPhee (DDSB Psychometrist), M. Nixon (Custodian)

Student(s): A. Futa

Parent(s): A. Kirkos, K. Turner

Community Partner(s): C. Rogers (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 various sources, including school climate surveys of students, staff and parents every two years. Our school data indicates the following:

STRENGTHS

From the 2018 School Climate survey for students:

- 83% of our students reported feeling safe at school;
- 65.1% of our students reported feeling that they belong;
- 78% of those students who felt they were bullied told someone about it;
- 85% of our students know how to report bullying at school
- 25% of our students experienced electronic bullying at least once during the school year;

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

McCaskill's Mills P.S. plans to:

- build resiliency in our school community with a focus on growth mindset, restorative practices, and moving forward;
- build student, staff, and parent/guardian understanding of the difference between bullying and conflict;
- teach the importance of reporting and accessing adult support when needed;
- increase a sense of voice, belonging, and mattering for each individual student within the MMPS school community;
- build health and wellness through mindfulness, health education, and physical activity;

2020 - 2021 Bullying Prevention and Intervention Plan

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.

McCaskill's Mills is working collaboratively with community partners to:

- build an atmosphere of engagement, teamwork, and group reliance through exposure to resources and learning that promote citizenship;
- increase school community engagement and education in the areas of integrity, resiliency, and anti-bullying through materials and programming provided through our Public Health Nurse;
- embed character education and well-being in our programming with lessons on resiliency and integrity;
- instill feelings of support, strategy selection, coping skills, and positive self talk through our implementation of The First 20 Days of Well-Being;
- develop proactive strategies to combat bullying and build community;
- engage in Pink Shirt Day activities;
- recognize Orange Shirt Day to honour survivors, reconciliation, recovery, and remember the impact the residential school system had;
- host a "You Matter" Bullying Awareness and Prevention Forum;
- record video announcements to promote kindness and positive social interactions;
- establish collection of mentor texts and resources for educator use;
- collaborate with school liaison officers from DRPS to present strategies for prevention, safety, and reporting, including in a digital environment (Cyber Fraud and non-consensual sharing of images);
- post and discuss bullying prevention visuals to support the 4 Rs (Recognize, Refuse, Report, Restore);
- Talk About Mental Illness (TAMI program);
- continue to reinforce yard boundaries;
- follow Progressive Discipline and Restorative Practice;

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.

McCaskill's Mills engages students and incorporates student voice through:

- student participating in the Safe and Accepting Schools Team;
- inquiry-based learning;
- the use of Community Circles in the classroom using The First 20 Days of Well-Being model;
- opportunities for intermediate students to explore transitions and pathways to discuss educational plans, success, and goal setting;
- feedback opportunity through ThoughtExchange;

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.

INTERVENTION

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

2020 - 2021 Bullying Prevention and Intervention Plan

| 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: |
| | <ul style="list-style-type: none"> • 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 |

| 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"> • 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: |
| | <ul style="list-style-type: none"> • 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: | | | |
| TRAINING/LEARNING | Student: <ul style="list-style-type: none"> • First Twenty Days of Well-Being: focus on belonging, individual stories, community, and conflict avoidance/resolution; • "You Matter": Bullying Awareness and Prevention Forum; • Digital Citizenship; • Cyber Safety; • Public Health Presentations; • Durham Regional Police Presentations; • School safety discussions regarding structured/unstructured times with focus on COVID-19 protocols and safety measures; • Self-regulation and mindfulness activities and language consistently being used in classrooms and on yard; • Health and Nutrition programming; • Interactive Classrooms and PSAs to promote character traits, Orange Shirt Day, Pink Shirt Day); | Staff: <ul style="list-style-type: none"> • Return to school training; • First 20 Days of Well-Being model; • New Teacher Induction Program • Collaboration with Public Health Nurse provide education (TAMI, COVID-19 practices); • Mentor texts collected to support language around anti-bullying and respect; • Collaboration to remember and respect (Orange Shirt Day, Remembrance Day); • Safe and Accepting Schools Team participation; • Anti-Black Racism collaborative learning; • "You Matter": Bullying Awareness and Prevention Forum; | Parents: <ul style="list-style-type: none"> • Public Health Resources; • School Community Council; • Parent Engagement Sessions • Resources/information provided in newsletter and social media posts surrounding anti-bullying, resiliency, integrity, well-being, and character education; • Virtual board events to build engagement; |
| | | | |

2020 - 2021 Bullying Prevention and Intervention Plan

| COMMUNICATION | How We Are Communicating With Students, Staff, Parents and the Community |
|------------------------|---|
| | <p>To support a whole school approach, the school will communicate with staff, students, parents and the community. Communication methods include:</p> <ul style="list-style-type: none"> • Discussions and conversations • Flipgrid Announcements • Classroom Visits • School/Board Websites • Newsletter and Updates (via school messenger and posted on website) • Classroom Connections (Remind, Seesaw, Dojo, Email, Google Site, Google Classroom) • Social Media (Instagram and Twitter) • Posters • Bulletin Boards/Displays • Staff Meetings • Professional Development Days • Weekly Staff Memo • Emails • SCC Meetings |
| CONTINUOUS IMPROVEMENT | Monitoring Our Progress |
| | <p>As part of the continuous improvement model, the Bullying Prevention and Intervention Plan will be monitored regularly through:</p> <ul style="list-style-type: none"> • Safe and Accepting Schools Team meetings • Staff meetings, division meetings, department meetings, committee meetings • School improvement planning |

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.