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;

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

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.

2019-2020
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: : Stephanie Raphael	**Principal:** Andrea Pemberton
Teacher(s): Dawn White, Kalpana Inamdar, Dorothy Lai	**Support Staff:** Sharon Winterink
Student(s): Tessa Vandenbroek	**Parent(s):**
Community Partner(s): Aman Bajwa	

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:

STRENGTH

88% of our students usually feel safe at Anderson CVI in key areas such as the school grounds, entrances/exits and lunch eating areas.

95% of Anderson students feel safe in the classrooms.

82% of our students feel safe in the Anderson CVI washrooms.

83% of our students feel safe in the gym change rooms.

86% of our students feel safe in the hallways.

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

We want to continue to promote Equity, Inclusion and Well Being for all students so that none of our students ever feel that they don't belong or are welcomed and included.

Continue to promote anti bullying activities and initiatives.

Continue to promote student success initiatives i.e. Student Success, Credit Recovery, After School Literacy Program.

Continue to encourage staff to attend professional development activities, especially those that promote self-regulation.

For students who may feel anxious or stressed, provide supports to promote positive mental health and well being

To help all students feel welcome and comfortable no matter what their appearance or grades they are achieving.

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.

- Progressive Discipline: A Bias-free Approach
- Restorative Practices in both the classrooms and the office
- Bullying awareness and prevention activities during Ally Week
- Conflict Resolution taught in various classrooms and the office
- Equity and inclusive education
- Culturally responsive pedagogy
- Guidance Department/Special Education/Caring Adults/Best Buddies
- Character Education embedded into various classroom teachings

- Problem solving and decision-making skills in the classrooms taught specifically to our small class placement students Health class curriculum on bullying and positive self-image
- Police Liaison Officer visits and Positive Ticket Program
- Grade Nine Police Presentation
- Lunch -- gym supervised sports
- Open Studio – Art room supervised at lunch
- AR lunchroom – open to any student for lunch/computer use
- Drama – Improv
- Comfort Zone at lunch to provide a space where students feel they belong
- Problem solving and decision-making skills in the classrooms taught specifically to our small class placement students.

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.

- Administration will notify staff of situations when notifications will promote safety and act as a preventative measure.
- Student Council running inclusive events for the student body
- Mission 271 – student group focussed on the ME to WE mantra
- GSA activities promoting awareness and acceptance
- Black History Month
- Impact Group – Holiday festive activities
- Muslim Student Association

AWARENESS AND PREVENTION

- Pink Shirt Day
- Leadership Camp
- Young Humanists of Anderson
- Bullying Awareness and Prevention Week Conference 2018-2019
- Student participation on the Safe and Accepting Schools Team
- Peer Tutor program
- Best Buddies
- Wellness Committee
- SSA (School Self-Assessment)
- SIT (School Improvement Team) student Involvement
- Culture Club

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:	Staff Reporting:	Parent/Community 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	• "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)	• 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

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:

- 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)

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:

Student: Student:	Staff:	Parents:
Grade Assemblies	Public Health Nurse	Parents as Partners Conference
Police Liaison Presentation	Social worker Presentation	School Community Council guest
Girls Night In/Boys Night In		speakers

Digital Citizenship Specialist High Skills Major programming Bullying Awareness and Prevention Week 2019/2020 Leadership Camp Mission 271	Mental Health First Aid for Adults Who Interact with Youth training Applied Suicide Intervention Skills Training Violence Threat Risk Assessment Protocol Training Safe Schools Bullying Awareness and Prevention Week and Pink Shirt Day Violence Risk Assessment Tool (Health and Safety)	Parents nights Grade Nine Day Parent-Teacher Interviews Regional SCC

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:

Safe and Accepting Schools Team meetings

Staff meetings, Department meetings

DDSB School Climate Survey

Safe and Accepting Schools Team training 2019/2020

Safety Week Sept. 23rd to 27th, 2019

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
- 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.

SAFE SCHOOLS
Durham District School Board