Our School Commitment
We are committed to fostering a safe, accepting and supportive learning environment that promotes positive mental health and well-being, as well as 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.

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
PREVNet describes Healthy Relationships as 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

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
Our Safe and Accepting Schools Team

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

Chair: S. Carroll
Teachers: S. Robertson, S. Smith
Community Partner: Stephanie Del Bello, Public Health Nurse

Principal: J. Rowed
Vice – Principal: S. Carroll

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**

- a large majority of students feel safe and comfortable at school, especially in their classrooms, hallways, washrooms, on the school yard, in their lunch room and in the gym
- a large majority of students have not been bullied at school because of race, culture, skin colour, Aboriginal background, sexuality, gender, religion, family income, or disability
- a large majority of students have not participated in the bullying of others
- a large majority of students are aware of how to report bullying at school
- a large majority of students feel there is at least one staff member that makes them feel like they matter, encourages them to keep getting better, helps them achieve their goals, and treats them with respect and listens to them
- students are increasingly using self-regulation strategies such as Zones of regulation and calming strategies (movement breaks, fidget toys)

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.
2018 - 2019
Bullying Prevention and Intervention Plan

**GOALS**

- continue to increase awareness of the differences between conflict vs. bullying
- continue to focus on bully prevention in providing students with a thoughtful strategy to prevent bullying at school (this strategy encourages students to recognize what bullying is, to report it and to be part of the solution)
- continue the Digital Citizenship program for all grade 5-8 students
- Increase student awareness of who they can go to for support when they are feeling sad, anxious, hopeless, stressed, angry, confused, wired or some other unusual emotion for them

**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.

<table>
<thead>
<tr>
<th>Awareness and Prevention</th>
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</thead>
<tbody>
<tr>
<td>Bullying Awareness and Prevention Training</td>
<td>Explicit teaching of behaviour expectations and difference between bullying and conflict</td>
</tr>
<tr>
<td>Digital Citizenship Presentation from School Community Officer</td>
<td>Ongoing staff training</td>
</tr>
<tr>
<td>Character Education embedded in daily activities</td>
<td>Participation in school wide Pink Shirt day</td>
</tr>
<tr>
<td>Character Education embedded in monthly assemblies</td>
<td>Raise awareness and understanding of all students on topics such as anti-racism, people with disabilities, gender equity, and sexual orientation</td>
</tr>
<tr>
<td>“Who do you go to?” announcements</td>
<td>Focus on equity and inclusive education</td>
</tr>
<tr>
<td>Supervisions modifications to ensure safety through out all areas of the school, both inside and outside</td>
<td>Progressive discipline – a bias free approach</td>
</tr>
<tr>
<td>Library Club for at risk students during recess</td>
<td>A whole school approach to equity</td>
</tr>
</tbody>
</table>
# Vincent Massey Public School

## 2018 - 2019

**Bullying Prevention and Intervention Plan**

### 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.

<p>| | |</p>
<table>
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<tbody>
<tr>
<td><strong>•</strong> Character Education Assemblies</td>
<td><strong>•</strong> Student Council leading primary cooperative games during Wednesday lunch hours</td>
</tr>
<tr>
<td><strong>•</strong> Inquiry Based Learning</td>
<td><strong>•</strong> Digital Citizenship Boot camp for all Junior &amp; Intermediate Students</td>
</tr>
<tr>
<td><strong>•</strong> Courtesy Camp– first two weeks of school to train students to ensure consistent and appropriate behaviour, and refresher in Jan</td>
<td></td>
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</tbody>
</table>

### 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 (teacher, ECE, EA administrator, support staff)
- “Report Bullying Now” button on the school 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
- “Report Bullying Now” button on the school website
# Bullying Prevention and Intervention Plan

## How We Respond to Bullying at Our School

Our school response to bullying follows a progressive discipline approach that may involve the following immediate and long-term actions:

- Conducting a school-based investigation (consulting the Police/Board Protocol, when necessary)
- Contacting the parent(s)/guardian(s) of the person(s) who has been harmed and the parents of the person(s) who has caused harm in accordance with legislation
- Consider mitigating and other relevant information
- Contacting community partners, when necessary
- Following a Progressive Discipline Approach
- Ensure the safety of all students involved
- Attending to and responding to any student behaviour that could have a negative impact on the school climate
- Developing an action plan that might include Restorative Practice, Progressive Discipline, or other actions
- Implementing a Safe Schools Student Safety Plan, when appropriate

## 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:

- School level support such as connection to a caring adult (e.g., teacher, SERT, support staff, administrator or appropriate co-curricular program (e.g., Student Council))
- Board level support such as Social Worker or Psychological Services
- Identifying community support resources

### 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 plan based on individual needs using Restorative Practice strategies
# Vincent Massey Public School

## 2018 - 2019 Bullying Prevention and Intervention Plan

### 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.

<table>
<thead>
<tr>
<th><strong>Student:</strong></th>
<th><strong>Staff:</strong></th>
<th><strong>Parents:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Two week Courtesy camp at the beginning of September, and a refresher in January</td>
<td>- Culturally Responsive Pedagogy training</td>
<td>- Parent resource Library</td>
</tr>
<tr>
<td>- Community Liaison Officer presentations around internet safety and personal safety</td>
<td>- School Climate Survey/Safe and Accepting Schools Team training</td>
<td>- Parents and Partners Conference</td>
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<td></td>
<td>- DDSB Safety Week Open House</td>
<td>- DDSB Safety Week Open House</td>
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<td></td>
<td>- Self-Regulation</td>
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<td></td>
<td>- Training for all staff around teaching Self-Regulation strategies to students</td>
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<td></td>
<td>- New Teacher Induction Program (NTIP) training</td>
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</tbody>
</table>

### 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:

<table>
<thead>
<tr>
<th><strong>Student:</strong></th>
<th><strong>Staff:</strong></th>
<th><strong>Parents:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Discussions and conversations</td>
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<tr>
<td>- Announcements</td>
<td>- Staff meetings</td>
<td>- School/Board websites</td>
</tr>
<tr>
<td>- Classroom visits</td>
<td>- Professional development days</td>
<td>- Parent engagement activities (e.g., Open house, assemblies, concerts, information nights)</td>
</tr>
<tr>
<td>- Assemblies</td>
<td>- Weekly memos</td>
<td>- Student agendas</td>
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<tr>
<td>- School/Board websites</td>
<td>- E-mails</td>
<td>- Newsletters</td>
</tr>
<tr>
<td>- Newsletter</td>
<td>- Committees</td>
<td>- Synervoice (phone call home system)</td>
</tr>
<tr>
<td>- Student agenda</td>
<td>- Professional learning networks</td>
<td>- Remind App</td>
</tr>
<tr>
<td>- Posters</td>
<td>- School/Board websites</td>
<td>- School sign</td>
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</tbody>
</table>
### Monitoring Our Progress

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

- School Improvement Plan committee meetings
- Safe and Accepting Schools Team meetings
- Staff meetings
- DDSB School Climate Survey/Safe and Accepting Schools Team training

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.