

Bullying Prevention and Intervention Action 2018 / 2019

Providing students with an opportunity to learn and develop in a safe and respectful society is a shared responsibility in which the board and our schools play an important role. Schools with bullying prevention and intervention strategies foster a positive learning and teaching environment that supports academic achievement for all students and that helps students reach their full potential. Bullying prevention and intervention strategies must be modeled by all members of the school community.

from HDSB Bullying Prevention and Intervention Administrative Procedure

Definition of Bullying

Bullying means **aggressive and typically repeated behaviour** by a student where,

- a) the behaviour is intended, or the student ought to know that the behaviour would be likely to have that effect of,
 - causing fear or distress to another individual, including physical, psychological, social or academic harm, harm to the person's reputation or property, or
 - creating a negative environment at the 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.

Bullying behaviour includes the use of any physical, verbal, electronic, written or other means. For the purposes of the definition of bullying, bullying by electronic means (commonly known as cyber-bullying), including, creating a web page or blog in which the creator assumes the identity of another person or impersonating another person as the author of content or messages posted on the internet; communicating material electronically to more than one individual or posting material on a web-site that may be accessed by one or more individuals

from Accepting Schools Act 2012

WELL-BEING MEMBERSHIP	2018 / 2019
<i>School</i>	Captain R Wilson
<i>Principal or Vice Principal</i>	Kathy Fournier (P) Colette Peaker(VP)

<i>Teacher</i>	Natalie D’Elia, Jen Bernard
<i>Non-Teaching Staff</i>	Carmen Almeida
<i>Parent</i>	Susan Murphy
<i>Community Partner</i>	Cons. Dawn Freeland (Community Officer)
<i>Students</i>	Emma Derbal Gemma Bassett
WELL-BEING CONTACT PERSON (must be a staff member)	Lisa Kelly
Email address	kellyli@hdsb.ca

Types of bullying that exist in our school <i>(as identified through school based data and information)</i>
-Physical -Verbal -Social -Cyber

School Bullying Prevention SMART Goal
On the next TTFM survey, students who say they have experienced bullying will go down 5% from last TTFM survey. The survey said that 29% of students in this school were victims of moderate to severe bullying in the previous month. We want this number to be 0% based on antibullying education, and based on focusing on teaching how to make positive student-to-student connections through weekly, purposeful community circles.

Bullying Prevention and Awareness Strategies/Curricular Connections/Activities

(for whole school, and those students at risk of bullying behaviours)

- Bullying Awareness and Prevention week activities - announcements, posters displayed throughout the school
- School-wide, year-long focus on respect
- Reminders and lessons in Primary Grades regarding Kelso's Choices and what bullying means (looks like/sounds like) in comparison to "bothering"
- Weekly school-wide circles to build inclusion, community, and caring

Bullying Intervention and Support Strategies

(for individuals who cause harm, are impacted by harm and are witness to harm)

- 1) Collaborative Problem Solving (CPS) approach being used by trained staff to support students during bullying intervention conversations
- 2) Think Sheets are to be completed by students when a conflict occurs and they are sent to the office. The questions and solutions are based on Restorative Practices.
- 3) Restorative Practices when students or staff have been harmed

Training Resources and Outreach Strategies for Members of the School Staff, Parents and Community

- 1) Staff have been inserviced in Collaborative Problem Solving and a core team has received Tier 1 training. CPS training is ongoing at staff meeting.
- 2) Resources in the community are posted on the school website for parents to access.

Bullying Prevention and Awareness Responsibilities for:

Staff:

- Deal with any playground or in-class issues that come up using the CPS model
- Provide opportunities for peer leadership and student engagement
- engage in weekly community circles to build connection amongst students
- Report any issues of bullying to the office

Students:

- Report to their teacher and issues of bullying whether they are a witness to it or directly involved.

-Participate in activities offered by staff to develop school community, responsibility, problem solving and leadership skills (e.g. community circles)

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Parents:

-Monitor their child's use of the computer at home, especially their social media accounts

-Inform school if their child feels that they are being bullied

-talk with students at home about bullying VS bothering (school to provide resource via newsletter)

Monitoring and Review Process/Timelines

This plan has been shared with staff and parents via: (Underline)

- Staff Meeting
- School Council Meeting
- Newsletter
- School Website (required)
- Other

Resources/Reference: Safe and Accepting Schools Policy

HDSB Admin Procedure Bullying Prevention and Intervention

HDSB Admin Procedure Positive School Climate

TTFM Survey

Safe Schools Social Workers

Public Health Nurses