



Halton District School Board

Captain R. Wilson

Bullying Prevention and Intervention Action Plan Template 2017 / 2018

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	2017 / 2018
<i>School</i>	Captain R. Wilson School
<i>Principal or Vice Principal</i>	Kathy Fournier (P) Nancy Trainor (VP)
<i>Teacher</i>	Natalie D’Elia, Kirsteen McCormick
<i>Non-Teaching Staff</i>	Heather Dawe (CYC)
<i>Parent</i>	Susan Murphy
<i>Community Partner</i>	Officer Drew Scott
<i>Students</i>	Zoe Perenack, Amogh Turaga
WELL-BEING CONTACT PERSON (must be a staff member)	Kirsteen McCormick
Email address	mccormickk@hdsb.ca

<p>Types of bullying that exist in our school <i>(as identified through school based data and information)</i></p>
<p>cyberbullying verbal bullying racial/gender spreading rumours intimidation</p> <p>TTFM Data (2016-2017) Students with a positive sense of belonging. 74% of students in this school had a high sense of belonging. 75% of the girls and 77% of the boys in this school had a high sense of belonging.</p> <p>TTFM Data (2016-2017) Students who are subjected to physical, social, or verbal bullying, or are bullied over the internet. 29% of students in this school were victims of moderate to severe bullying in the previous month 20% of the girls and 37% of the boys in this school were victims of moderate to severe bullying in the previous month.</p>

TTFM Data (2016-2017)

Feel safe attending this school

Students who feel safe at school as well as going to and from school.

66% of students felt safe attending the school

71% of the girls and 63% of the boys felt safe attending the School.

TTFM Data (2016-2017)

Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

Students rated advocacy at school 5.6 out of 10

Advocacy at school was rated 5.5 out of 10 by girls and 6 out of 10 by boys

School Bullying Prevention SMART Goal

5% or fewer of the students will report that they were victims of moderate to severe bullying

90% or more of the students will report that they have a positive sense of belonging at school.

The students will rate advocacy at school (feeling that they have someone who consistently provides encouragement and who can be turned to for advice as 8 out of 10.

Bullying Prevention and Awareness Strategies/Curricular Connections/Activities
(for whole school, and those students at risk of bullying behaviours)

Alliance Student Group

PALS: Student ambassadors on the playground. Students lead games to promote inclusion.

ME to We: Student advocacy group

Student Leadership Committee which runs assemblies and events (year long)

Recognition Assembly: Celebration and recognition of student participation

RAK wall posted in hallway where students can pick a slip of paper and perform a random act of kindness

SOS list: Teachers identify students who would benefit from added connections (staff support). Teachers sign up to be an additional support in making connections with a student.

World Tour: encouraging inclusion and understanding of different cultures
Newcomers Group Meeting: helping families new to the country adjust to the community and school and network with other parents

Bullying Intervention and Support Strategies

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

- Collaborative Problem Solving
- Restorative Practices
- Kelso's Choice
- Zones of Regulation
- Think Sheets to help problem solve and restore relationships

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

- Collaborative Problem Solving
- Kelso's Choice
- Zones of Regulation
- Restorative Practices
- Halton Police Department
- Social Worker or Safe School Social Worker
- Egale Training

Bullying Prevention and Awareness Responsibilities for:

Staff:

- identify and reinforce positive student behaviour and identify and respond to inappropriate student behaviour
- integrate bullying prevention strategies into the daily classroom program, curriculum, and school wide community building
- listen and respond to reports of bullying incidents by students

Students:

- act in positive and respectful ways towards others
- report bullying incidents to a trusted adult

Parents:

- report bullying to the school
- recognize the differences between bullying and conflict

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 Inclusive Schools Policy

HDSB Admin Procedure Bullying Prevention and Intervention

HDSB Admin Procedure Positive School Climate

TTFM Survey

Safe Schools Social Workers

Public Health Nurses