The following Bullying Prevention and Intervention Plan template is a tool created by the DDSB Safe Schools Department, in consultation with other board departments, to assist Safe and Accepting Schools Teams in creating their school Bullying Prevention and Intervention Plan.

Each school is required to have a Bullying Prevention and Intervention Plan, as outlined in Policy and Procedure #5148, and in Ministry legislation. How the school chooses to format their plan is up to each individual school.

This Bullying Prevention and Intervention Plan template is one format that a school may choose to use.

Claremont P.S.

2018 - 2019
Bullying Prevention and Intervention Plan

Our School Commitment

We are committed to fostering a safe and accepting learning environment that promotes the well-being and academic achievement of all learners using a whole school approach. We will be proactive and 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

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

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Our Safe and Accepting Schools Team

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

Chair: A. Vanderveen   **Principal:** K. Kay

Teacher(s): C. Murnaghan, A. Vanderveen

Community Partner(s): Schoolhouse Playcare

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

School Climate Survey for Students 2016

- ◉ 93.9% of students feel that students are friendly at Claremont P.S.

- ◉ 96% of students feel safe at Claremont P.S.

- ◉ 85% of students feel they know where to go for help if they need it

- ◉ 90% of students feel that they like Claremont P.S.

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

- ◉ Ensure that more students feel safe in change rooms, school grounds and school buses

- ◉ Reduce the number of students who feel that they have been verbally bullied

- ◉ Educate staff and students on how to identify students who are at risk of targeting or being targeted

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.

AWARENESS AND PREVENTION

School Level

- Character Education program embedded in school, classroom activities and assemblies
- Principal to attend DDSB safety week and share info with staff
- safety emails to staff when required
- regular updates at monthly staff meetings
- professional development; bullying prevention workshops
- progressive discipline
- restorative practices
- School wide activities around anti-bullying
- Student leaders to participate in DDSB Anti-Bullying Conference in order to leverage student voice
- Principal All-Star awards for respectful and safe and accepting behaviour
- Creation of SOS Club (Stomp Out Stigma) to leverage student voice
- School-wide focus on mental health and well-being
- School-wide focus on self-regulation
- School-wide focus on Growth Mindset

Classroom Level

- explicit teaching of bullying vs. conflict language along with Ministry definition of bullying
- Zones of Regulation explicit teaching
- Social Thinking and Me, We Thinkers, explicit teaching
- daily consults, check-ins with at-risk students
- behaviour tracking with "Good News" books
- read a-louds, independent reading, library focus on anti-bullying literature
- media lessons on Internet bullying
- Community Policing partner, grades 6/7 & 8 Internet Bullying & Bullying prevention workshops
- monthly assemblies character education focus and explicit teaching through media and student voice
- explicit teaching of Growth Mindset and Grit
- student led activities on anti-bullying
- student led activities on mental health and well-being
- Anti-Racism and Anti-Bullying workshops for grades 7 & 8 provided by the Durham Family Court Clinic
- Anti-Bullying and Cyber Safety workshops provided by our school Liaison Officer

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.

- SOS club (Stomp Out Stigma) focussing on mental health and well-being
- Student leaders participating in DDSB Anti-Bullying Conference and leading activities with our Junior/Intermediate classes
- Lunchroom monitors
- reading/tech buddies
- Speak UP! Student voice activities

How We Report Bullying at Our School

INTERVENTION

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:	Staff Reporting:	Parent/Community Reporting:
-"Report Bullying Now" button on school website -Report bullying to a trusted adult (e.g., teacher, administrator, support staff, coach, police liaison officer)	-"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 1" to the principal. The principal provides written acknowledgement to the employee using the "Safe Schools Incident Reporting Form – Part II" (PPM 144)	-"Report Bullying Now" button on school website -Report bullying to the classroom teacher and/or administration

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INTERVENTION

How We Respond to Bullying at Our School

Our school response to bullying includes a tiered approach that may involve 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
-Use of Progressive Discipline
-Conducting a school-based investigation
-Contacting community partners, when necessary
-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
-Considering mitigating and other factors
-Implementing "Good News" communication and accountability check-ins with at-risk students

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 from a trusted adult
-Board level support such as social workers or psychological services (with consent)
-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 (e.g., regular check-ins)

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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.

TRAINING

Student:	Staff:	Parents:
-Monthly Assembly - Police Liaison presentations (gr. 6,7) -Media lessons on Internet Safety/Bullying Prevention -School-Wide Safety week activities	-Culturally Responsive Pedagogy training -Equity representatives training -Safe Schools Bullying Awareness and Prevention Week and Pink Shirt Day, Orange Shirt day staff meeting PowerPoints -Regular updates at staff meetings	-Parents as Partners Conference -Presentations at SCC meetings -Parent Engagement presentations/activities

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:

COMMUNICATION

Student:	Staff:	Parents:
-Discussions/conversations -Announcements -Monthly Assemblies -School and Board Websites -Newsletter -Student agenda -School-Wide activities -Staff Modelling	-Discussions/conversations -Staff meetings -Professional Development Days -Weekly memo -E-mails -Committees	-Review of procedures at SCC meetings -Bulletin Board displays -Letters sent home -Discussions/conversations -School and Board websites -Parent engagement activities -Twitter -Student agenda -Newsletters -School Messenger

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, Lead teacher meetings -future survey data

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.