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.

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 leads our planning to promote a safe, inclusive, and welcoming school climate.

Chair: C. Demaray & J. Demaray	Principal: Lucy Sharp, B. Mah & W. Jovel
Teacher(s):, A. Casimir, J. Blair, C. Lyons, A. Hadaway, K. Palmer-Woods	Support Staff: R. Toner,
Student(s): A. Rhind, G. Estrada-Tobar, J. Caiata	Parent(s): C. Braney
Community Partner(s): C. Braney & Ann Tulalian	

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:

STRENGTHS

- 92% of students feel safe
- 88% feel they are good students
- 82% feel they have friends
- 88% answered "not at all" to being physically at school
- 97% answered "not at all" to be being bullied on the way to school
- 95% indicated "not all all" to staying home from school to avoid bullying
- 81% feel respected by their peers
- 95% feel they are expected to do good work

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

1) Increase the use of inclusive language within the classroom and curriculum through the Culturally Relevant & Responsive Pedagogy
2) Professional Development for teachers on Building Caring Relationships with Students
3) Creation of the Equity and Inclusive Education Committee to assess school resources and curriculum to improve student well-being.
4) Building relationships with parents and community partners through the SCC and school workshops.
5) Homeroom "You Matter" Curriculum
6) Plants in every classroom to improve Student and Staff Mental Health

AWARENESS AND PREVENTION

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.

Community Engagement

→ Teachers promote student connections at the beginning of the school day by being present outside their classroom door 5-10 minutes before classes begin.
→ Celebrating Student Achievements
  o Student Awards Ceremony
  o Spartan Awards Banquet
  o Council Appreciation
→ Bullying Prevention Awareness Week and Pink Shirt Day
→ Complete Individual Pathways Plan to monitor student progress toward academic and other personal goals.
→ Spartan Day
  o Welcome students new to our school and help familiarise themselves with classes, clubs, teams and student leaders.
→ School Clubs, councils, sports teams and extra help programs
  o STAR, STOP group, Mentorship club, student participation on Safe School Team, Enviro Club, Music Council, DECA, DAA, SAC, ACC, Improv, Spoken Word, GSA, Harmony Movement, DPP, MindSpace, SOS, SSV, DLC, Dance Crew, etc.
→ Faith based clubs such as Impact Christian Group and Muslim Student Association
→ Flexible seating and desk grouping in specific target classrooms to build community and strengthen student engagement.

Equity and Inclusive Education

→ Staff professional development and awareness
  o Equity and Inclusion professional development to include pathways, racialized groups and inclusion in the curriculum
  o Identifying students who may not have a connection to a caring adult in the building
→ School wide events
  o Beneath the Surface Workshops
  o Culture Show
  o Drama Presentations
  o Colour Me Workshops
  o Remembrance Day Ceremony
  o Culture Fest
  o Eid Luncheon
  o Harmony Movement
  o Black History Month Assemblies
→ Displays throughout the school
  o Black History Month
  o ALLY Week
  o Pride Week
  o Safety Week
  o Pink Shirt Day
  o Library Window Displays
  o Anti-Prejudice Bulletin Board
  o GSA Bulletin Board
→ Clubs
  o Muslim Student Association,
  o Afro-Caribbean Club

→ Co-plan and co-teach activities within the FOS, RMS, and BCI structures with a focus on inquiry based learning activities

Positive Mental Health and Building-Resiliency
- → Individual, academic counselling with guidance for all students
  - o Board level support such as social support such as social worker or psychological services (with consent)
- → Onsite access to Youth Centre
  - o Free and confidential medical services.
  - o Counselling, dietician, Youth outreach, Young parent support
- → STOMP OUT STIGMA
  - o Promotes positive sense of self and builds awareness of the stigma surrounding mental health and where to get help.
- → MindSpace
  - o Builds resiliency by offering a weekly safe space to learn positive coping strategies.
- → Deliver a clear consistent message, supporting tiered approach to mental health through area meetings, networks, job embedded learning by integrating key mental health messages into school and community initiatives, enhancing well-being and resiliency.

Strategies for Bullying Awareness and Prevention
- → School Wide Awareness Campaigns: International Day for the Elimination of Violence Against Women, Pink Shirt Day, Transgendered day of Remembrance, PRIDE Week, Bullying Prevention Week

- o Students Together Opposing Prejudice
- → Support our Black male students with our Black Male Empowerment Initiative
- → Differentiating Instruction and Assessment
  - o Assess students starting point for learning and build connections to gather information on student interests and learning preferences.
- → Ensure student voice, leadership and engagement are an integral part of program planning and delivery.
- → Community Connections and Experiential Opportunities
  - o YMCA Youth Exchange
  - o Cooperative Education
  - o International Trips
  - o Community Environment Initiative
  - o Music Trip

Fostering Healthy Relationships
Mentors and Caring Adult (Coach, guidance, ERT, Teacher, Administrator SWIS worker)
- → Student Success
  - o Monitoring specific student achievement and determine needs, provide supports and ensure intervention strategies are implement (Administration, Guidance, Social worker, Credit Recovery and SAL teachers)
- → Monitoring student achievement through faces on the data
- → On-going support though guidance for all student 9-12

Well-Being (i.e., Physical, Emotional, Cognitive, and Social Needs)
Dunbarton offers a variety of sports teams and clubs that are available for all students to join throughout the school year.
Girls Basketball (Jr./Sr.), Boys Volleyball (Jr./Sr.),
Boys Soccer (Jr./Sr.), Field Hockey, Cross Country,
Golf, Boys 7's Rugby, Girls 7's Rugby, Tennis

→ Making the Right Choices campaign with transitioning grade 8 students → Yearly Safety audits to help identify areas of the school that may pose a safety issue.	Girls Hockey, Boys Hockey(Jr./Sr.), Boy Basketball (Jr./Sr.) Girls Volleyball (Jr./Sr.), Swimming, Badminton, Nordic Skiing, Wrestling, Curling, Girls Soccer (Jr./Sr.) Boys Rugby (Mid./Jr./Sr.), Girls Rugby, Track, Mountain Biking, Golf, Ultimate, Cricket, Dragon boat, Baseball

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.

→ Promotion of student voice and advocacy throughout school Youth Exchange Anti-Bullying Student Led Workshops
→ STOP, DLC, DPP, Brick by Brick, ACC, SOS
  o Student led activities promoting social justice and socially responsible choices
→ Gay Straight Alliance
  o Student led activities to create awareness and safer spaces for everyone
→ Mentorship
  o This student led group creates a voice for students with multiple exceptionalities by giving them the opportunity to find purpose by making a difference within the school and community.

→ TAMI Summit
  o Students attend DDSB conference to share promising practices in schools that build healthy relationships between students, staff and community
→ Student Activities Council
  Student Input on school wide events to reflect the culture of the school Prom, semi-formal, Multicultural Night, coffee Houses, fundraising activities, assemblies, Improv, drama performances
→ DYDAC Leader in Me Conference and student lead initiatives throughout the academic year.
→ DBEN student leadership conference & council at DHS

2019- 2020
Bullying Prevention and Intervention Plan

INTERVENTION

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:	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" icon 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:
→ Welcome back/Code of Conduct assembly
→ Police Liaison presentations
→ Safe Schools Bullying Awareness and Prevention and Student Voice Conferences
→ Talking About Mental Illness (TAMI)
→ Cyber Safety Police Liaison Assembly
→ Digital Citizenship
→ Public Health presentations
→ Psychological and social worker services presentations
→ Specialist High Skills Major programming
→ Vetted evidence-based/evidence-informed training that reinforces curriculum connections
→ Workplace safety presentations

Staff:
→ Introduction to Restorative Practice Framework and Circle training, Facilitating Formal Restorative Conferences Training Culturally Responsive Pedagogy training
→ School Climate Survey/Safe and Accepting Schools Team training
→ DDSB Safety Week Open House
→ Reacting and Teaching Students in Poverty-Strategies for Erasing the Opportunity Gap training
→ Mental Health First Aid for Adults Who Interact with Youth training
→ Violence Threat Risk Assessment Protocol training
→ Safe Schools Bullying Awareness and Prevention Week and Pink Shirt Day staff meeting PowerPoints
→ Emotional Intelligence training
→ Building Resiliency through Self-Regulation
→ Learning networks

Parents:
→ Parents Reaching Out Initiatives
→ Parents and Partners Conference Public Health presentations
→ School Community Council guest speakers
→ Parent engagement presentations/activities DDSB Safety Week Open House

| | | → Equity representatives training
→ New Teacher Induction Program (NTIP) training
→ Partnership with the Wellness Centre in South Campus
→ Tiered Approach to Mental Health training
Public Health presentations | |

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:

Student:

→ Discussions and conversations
→ Announcements
→ Classroom visits
→ Assemblies
→ School/Board websites
→ Newsletter
→ Student agenda
→ Social media
→ Posters

Staff:

→ Discussions and conversations
→ Staff meetings
→ Department/Division meetings
→ Professional development days
→ Weekly memo
→ E-mails
→ Social media
→ Committees
→ Professional learning networks
→ School/Board websites
→ School Improvement Team

Parents:

→ Discussions and conversations
→ School Community Council
→ School/Board websites
→ Parent engagement activities (e.g., Open house, assemblies, concerts,
→ Social media
→ Student agenda
→ Newsletters
→ Committees
→ Synervoice (phone call home system)

2019- 2020
Bullying Prevention and Intervention Plan

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