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: Susan Pipher-Hogg	**Principal:** Susan Pipher-Hogg
Teacher(s): Christine Pineau-Burke	**Support Staff:** Rema Saati and Nicolina Scanga
Student(s):	**Parent(s):** Joan Saldanha, Brenda Cowan and Sarah Crabe
Community Partner(s): Robyn (Police Liaison Officer)	

What the Data Tells Us - School Climate Surveys and Other Data

2021-2022
Bullying Prevention and Intervention Plan

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

- Students feel safe in their classrooms
- Students feel safe in the hallways
- Students know how to report bullying
- The vast majority of students do not feel they had been bullied in the past year

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

- We are committed to continuous improvement by utilizing the Preparing, Self-Assessment, Planning, Action, and Monitoring/Reviewing cycle
- Our Safe and Accepting Schools Team will focus our efforts to improve:
  o Student, staff and parent/guardian understanding the difference between bullying and conflict
  o Focus on being ALLY / UPSTANDERS and not Bystanders
  o Teaching the difference between tattling and telling, and promoting the importance of getting help from an adult when needed
    Increase our (students, staff, greater community) awareness of prejudice, stereotyping, discrimination and bullying

Carruthers Creek P.S.

2021-2022
Bullying Prevention and Intervention Plan

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.

AWARENESS AND PREVENTION

- ✓ Celebrating our cultures (Islamic History Month, Tamil Heritage Month, Black History Month, Asian/South Asian Heritage month, Aboriginal and Italian Heritage Month) through e-announcements, videos, presentations and art work.
- ✓ The "First 20 Days of Well-Being and Beyond"
- ✓ Ensure student voice, leadership and engagement are an integral part of program planning and delivery
- ✓ Cultural Responsive and Relevant Pedagogy (CRRP)- embedded into daily learning Progressive Discipline
- ✓ Self-Regulation – Zones of Regulation, calming rooms, spark bikes, flexible seating in every classroom)
- ✓ Using our character education focus and assemblies to promote inclusive behaviour (Coyote Pack)
- ✓ Use of critical analysis and social justice to increase student understanding of why bullying may occur
- ✓ Partnering with Public Health department on a variety of topics
- ✓ Community Circles
- ✓ Continuing to focus on positive mental health
- ✓ Using restorative practices to help students resolve conflict

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.

- Student Initiated Clubs and Council (Leaders of the Pack)
- Student Leadership Opportunities
- Student reps on SCC (Student voice – Leaders of the Pack)

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 Now" button on the school/board website - Climate Survey	"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 –	- Reporting bullying to the classroom teacher, support staff and/or administration - Using the "Report Bullying Now" button on the school website - SCC

Part I" to the principal. The principal provides written acknowledgement to the employee using the "Safe Schools Incident Reporting Form – Part II" (PPM 144)

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
	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) • Consulting community partners (i.e. DRPS, The Youth Centre, Lakeridge Health, Kinark, Frontenac etc.)

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:

TRAINING/LEARNING

Student:

- Code of Conduct Review
- Police Liaison presentations
- Digital Citizenship / Cyber Safety
- TAMI (Talking About Mental Illness)
- Public Health Presentations
- Pink Shirt/Bullying Awareness Days/ Orange Shirt Day

Staff:

- Culturally Responsive Pedagogy Training
- Safety Week Open House
- Tiered Approach to Mental Health training
- Violent Threat Risk Assessment Training
- Safe Schools & Bullying Awareness &Prevention Week
- Equity Representative Training
- NTIP Training
- Building Resiliency through Self-Regulation (Dr. Stewart Shanker)
- Collaboration between staff for Orange Shirt Day Awareness
- Presentation from Durham (School) Nurse on Well-Being

Parents:

- Parent Engagement Presentations
- DDSB Safety Week Open House
- Parents Reaching Out Initiative

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:

Students

- ➢ Discussions
- ➢ Announcements
- ➢ Assemblies
- ➢ Newsletters
- ➢ Posters
- ➢ Social Media
- ➢ Presentations/Guest Speakers
- ➢ Classroom Visits

Staff

- ➢ Discussions and conversations
- ➢ Staff Meetings
- ➢ Division Meetings
- ➢ PD Days
- ➢ Weekly Memos
- ➢ Emails
- ➢ Social Media
- ➢ Committees

Parents

➢ Discussions and conversations
➢ School/Board Websites/Weekly Newsletters
➢ Parent Engagement Activities
➢ Social Media
➢ Student Agendas

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 • DDSB school climate survey/in-house surveys

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