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

2020 - 2021
Bullying Prevention and Intervention Plan

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: Meaghan MacDonald	**Principal:** Janet Cairns
Teacher(s): Lillian Coronado	**Support Staff:** Laura Wells
Student(s): Hubaib Amin and Zaid Cathcart	**Parent(s):** Nicole Schoep
Community Partner(s):	

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:

STREN

ECVI is a school based on tolerance and respect – 2018 Survey
76.5% of ECVI students say they feel safe at school
89.3% of ECVI students say they like ECVI
83.7% of ECVI students say they get along with others
64.6% of students know where to ask for support when feeling sad, anxious, hopeless, stressed, angry, confused, or other unusual emotions

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

To keep students/staff/visitors safe by practicing various and certain protocols with excellence (e.g., Lockdowns, Hold and Secure, Fire Drills)
Continue to promote the "Report Bullying Now link" on the school's web page
Continue to raise awareness around the harm created by bullying, especially cyber bullying and verbal bullying
To promote anti-bullying initiatives (Pink Shirt Day, Orange Shirt Day)
Diversity Club (focus on inclusion, equity, diversity)
Continue to promote Student Success initiatives such as SAL, Credit-Recovery/Rescue and school literacy and numeracy programs
Encourage the ECVI student population to participate in anti-bullying activities such as those that promote self-regulation
To promote student and staff wellness (e.g., Breakfast Club, healthy relationships, mental health awareness initiatives)
Create a welcoming environment for all students, staff and community members

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

- Fostering healthy relationships
- Building resiliency
- Bullying awareness and prevention
- Caring adults
- Character education
- Community involvement activities
- Conflict resolution
- Culturally responsive and relevant pedagogy
- Empathy
- Equity and Inclusive education
- Yearly food drives
- Professional development
- Creating safe spaces in academic resource, gym and various classrooms at lunch
- Integration of special needs students into mainstream classes to promote diversity and inclusion

- Guest speakers
- Positive mental health
- Positive sense of self
- Progressive Discipline: A Bias-Free Approach
- Restorative Practice
- School-based community events
- Self-regulation
- Problem solving and decisions making skills
- Remembrance Day Assembly
- Black History month displays, activities and speakers
- Mental health and wellness initiatives
- Building a sense of belonging and community through clubs and teams
- Promoting student led activities
- Virtual Learning Hub

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.

- Diversity Club
- Muslim Student Association
- Indigenous Circle
- Student Council
- Inquiry-based learning
- Peer Tutoring
- Safe Schools Team
- Student Senate

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.

INTERVENTION

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	• "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	• Reporting bullying to the classroom teacher, support staff and/or administration • Using the "Report Bullying Now" button on the school website

	"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
- 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)

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:

- **Welcome back/ Code of Conduct Assembly**
- **Cyber Safety – Business Studies integrating Cyber Bullying – Unit (T1J101); Digital Citizenship**
- **Psychological and social worker sessions**
- **Specialist High Skills Major Programming**
- **Discussing Mental Health**
- **Student led advocacy and support groups (Orange/Pink Shirt Days, Wellness initiatives, nurturing school spirit)**
- **Cam's Kids Presentations**
- **And Still We Rise and Cypher Conference**
- **Increasing equitable pathways initiative**
- **Guest speaker series (Equity, Social Justice, Diversity)**
- **Virtual learning hub**

Staff:

- On-going Restorative Practice Framework and Circle training
- Culturally Responsive Pedagogy training
- School Climate Survey/Safe and Accepting Schools Team
- DDSB Safety Week
- Violence Threat Risk Assessment Protocol Training
- Safe School Bullying Awareness and Prevention Week promoting Orange/Pink Shirt Days
- New Teacher Induction Program (NTIP) training Tiered Approach to Mental Health training
- Networking regarding school safety
- Supportive environment for staff voice
- Equity and Inclusion training

Parents:

- School Community Council
- Guest Speakers (technology, Indigenous Education, Well-being)
- Grade 8 Parent Night
- Parent Portal
- Weekly newsletters

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 and conversations**
- **Classroom visits**
- **Online Assemblies**
- **School/Board websites**
- **Social Media (IG/Twitter/Facebook)**
- **Posters**
- **Student council**

Staff
- **Discussions and conversations**
- **Staff meeting**
- **Heads Meetings**
- **Professional Development Days**
- **Weekly memo**
- **E-mails**
- **Social Media**
- **Committees**
- **School/Board Websites**
- **Staff Google Classroom**

Parents
- **School Community Council**
- **Discussions and conversations**
- **School/Board Website**
- **Parent engagement activities (virtual assemblies/information nights)**
- **Social Media**
- **Weekly Newsletters**
- **Committees**
- **Synervoice (phone call home system)**
- **Parent Portal**

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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