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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*
- *Support and guidance to learn essential skills and understanding*
- *Basic needs*
- *Protection from excessive stress*
- *A sense of being valued and belonging* 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 individual's reputation or harm to the individual's property, or creator assumes the identity of another person;
- (ii) creating a negative environment at a school for another individual, and (b) impersonating another person as the author of (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil content or messages posted on the internet; and he individual based on factors such as size,

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 academic harm, harm to the
- (b) the behaviour occurs in a context

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strength, age, intelligence, peer group power, economic (c) communicating material electronically to more status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender than one individual or posting material on a website identity, gender expression, race, disability or the receipt of special education; that may be accessed by one or more individuals.

For the purposes of the definition of “bullying” in subsection (1), behaviour includes the use of any physical, verbal, electronic, written or other means. *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: [Kim Bourque](#)

Teacher(s): T. Morrison/ K. Ingold

Student(s): Abby Chiu

Community Partner(s): Yemisi Aladesua

Principal: Andrea Peel

Support Staff: Andrea Faubert

Parent(s): Shummin Talukder

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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:

STRENGTH:

When I am at Nottingham... (from 2019 School Climate Survey Data based on 257 responses from grade 4-8)

- *Upwards of 85% of students feel safe at school*
- *75% of the students feel like they belong*
- *59% feel that learning is meaningful and purposeful*
- *72% feel that they have a meaningful relationship at school*
- *86% of students feel that staff accept them*

This is how safe I feel in each of these places:

- *for the majority of students they indicate that they feel very safe within and walking to school*
- *14% of students feel unsafe at the washroom; 14% of the students feel unsafe in the change rooms; 10% of students feel somewhat unsafe around the locker area and only 1% don't feel safe in class*

Have you been bullied on your way to or from school?

- *82% of students said they have never been bullied*
- *93% of students said they have not seen someone being bullied*
- *18% of students said they stay home due to bullying*
- *93% of students said that they know how to report bullying*

Prevention and Reporting

If you have been bullied this year, who have you told?

- *The majority of students know how to report bullying.*
- *Teachers and Parent/Guardians are the primary go to when reporting bullying*
- *More than a third of students "didn't want to be seen as someone who tells on others"*

Upwards of 86% of students' feel "I belong and am hopeful about my future"

- *The majority of the students indicate that they feel very safe within and walking to school*
- *The majority of students know how to report bullying*

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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

- a goal this year is to continue to build relationships with students to ensure they feel they matter
- continue to build/ teach around the CRRP resource(s)
- a goal this year is to continue to foster an understanding and resonance – to develop an understanding and appreciation of our diversity and our connectedness of each of us within Nottingham. We plan to do this by focusing on the concepts in the Creating Pathways to Success document, celebrating who we are through Definitely Durham and continued Awareness, Advocacy and Action as it relates to being an Ally
- revisit and continually use a common language around issues involving bullying and Key messages as outlined by DDSB (eg. ministry definition of bullying, tattling versus reporting, classmate versus friend, conflict versus bullying)
- examine during Bullying Prevention week in November bullying aggression and teasing
- focus on intervening in aggressive and/or bullying interactions
- encourage students to use the REPORT BULLYING NOW button, to REPORT to parents/teachers/ etc.

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.

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- Conflict resolution
- *Culturally responsive and relevant pedagogy (use of Durham resources)*
- Empathy
- Equity and inclusive education
- Positive mental health
- Positive sense of self
- *Progressive Discipline: A Bias-free Approach*
- Restorative Practice
- *School-based community events*
- *Self-regulation strategies (zones of regulation)*
- *Problem solving and decision-making skills*
- Upstander/Ally behaviour
- Community Circle Discussions
- *Providing intentional opportunities for Intermediate students to be positive leaders within the school*

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.

- *Bullying Awareness and Prevention Week Conference*
- Safe Schools Student Voice Conference
- Student participation on the Safe and Accepting Schools Team
- *Inquiry-based learning*
- *Eco club – focus on walk to school*
- Student Council
- Future Knights Club
- *Social justice clubs – (student voice)*
- *Intermediate Intermural Sports promoting student leadership*
- Divisional Assemblies with Student Voice represented
- Me to We Club
- Office Helper and Kindergarten Helper

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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:

- 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

Staff Reporting:

- “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)

Parent/Community Reporting:

- 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

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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

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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:

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TRAINING & LEARNING

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) Summit*
- Cyber Safety
- *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*
- Culturally Responsive Pedagogy training/use of resources
- 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*
- Staff Team relationship/community building
- *Building Resiliency through Self-Regulation (Dr. Stewart Shanker)*
- Learning networks
- Equity representatives training
- New Teacher Induction Program (NTIP) training
- *Tiered Approach to Mental Health training*
- Public Health presentations

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*
- *Mental Health Presentation for Parents*

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:

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COMMUNICATION

Discussions and conversations

- Announcements
- Classroom visits
- Assemblies
- School/Board websites
- Newsletter
- Student agenda
- Social media
- Staff meetings
- Department/Division meetings
- Professional development days
- Weekly memo
- E-mails
- Parent engagement activities (e.g., Open house, assemblies, concerts, information nights)

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.

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