



Halton District School Board

Bullying Prevention and Intervention Action Plan Template 2017 / 2018

Providing students with an opportunity to learn and develop in a safe and respectful society is a shared responsibility in which the board and our schools play an important role. Schools with bullying prevention and intervention strategies foster a positive learning and teaching environment that supports academic achievement for all students and that helps students reach their full potential. Bullying prevention and intervention strategies must be modeled by all members of the school community.

from HDSB Bullying Prevention and Intervention Administrative Procedure

Definition of Bullying

Bullying means **aggressive and typically repeated behaviour** by a student where,

- a) the behaviour is intended, or the student ought to know that the behaviour would be likely to have that effect of,
 - causing fear or distress to another individual, including physical, psychological, social or academic harm, harm to the person's reputation or property, or
 - creating a negative environment at the 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.

Bullying behaviour includes the use of any physical, verbal, electronic, written or other means. For the purposes of the definition of bullying, bullying by electronic means (commonly known as cyber-bullying), including, creating a web page or blog in which the creator assumes the identity of another person or impersonating another person as the author of content or messages posted on the internet; communicating material electronically to more than one individual or posting material on a web-site that may be accessed by one or more individuals

from Accepting Schools Act 2012

WELL-BEING MEMBERSHIP	2017 / 2018
<i>School</i>	Chris Hadfield P.S
<i>Principal or Vice Principal</i>	Julie-Ann Baxter Maria Limanni
<i>Teacher</i>	Carol Prince, Kelly Klimsiak, Heather Marchant, Paula Deluca, Kevin Frost
<i>Non-Teaching Staff</i>	Donna Moljgun
<i>Parent</i>	Nicolla Standford
<i>Community Partner</i>	April Redor Public Health Nurse
<i>Students</i>	Chloe Bond Tyler Gardiner Aubin Darlington Georgia Ellett Ethan Dhliwayo
WELL-BEING CONTACT PERSON (must be a staff member)	Trish Smith
Email address	smithtr@hdsb.ca

<p>Types of bullying that exist in our school <i>(as identified through school based data and information)</i></p>
<p>Bullying</p> <ul style="list-style-type: none"> -32% of all students report bullying and exclusion -17% report moderate bullying and exclusion -15% report high bullying and exclusion -no difference by gender -verbal bullying: 37% -social bullying: 35% -cyberbullying: 6% <ul style="list-style-type: none"> -62% happens outside of school building -57% at recess -16% after school -59% tell a parent -34% tell a teacher

Reasons Students are Excluded
-31% choose "other" for reason
-20% choose because of appearance
-15% choose because of grades

School Bullying Prevention SMART Goal

IF we develop a school climate that promotes a sense of belonging and fosters resilience, THEN students will feel a strong sense of belonging and wellbeing in school. This sense of belonging is an important protective factor against bullying.

Decrease the number of students who are reporting feeling that they have been a victim of bullying by 10%

Increase student strategies for managing conflicts, establishing friendships and taking a stand against injustice in the classroom, playground and wider school community.

Bullying Prevention and Awareness Strategies/Curricular Connections/Activities *(for whole school, and those students at risk of bullying behaviours)*

1. Investigate the Program Activity Leaders in Schools to come to Hadfield
2. Junior/Intermediate Restorative Practice Problem Solving Plan
3. Zones of Regulation in Primary Classrooms
4. Continue Collaborative Problem Solving and Restorative Practices-School Wide
5. Bullying Awareness & Prevention Week - Division specific lessons and songs (Nov. 20-24, 2017)
6. Flight Crew Assemblies - Grade 8 "Captain" leadership opportunities
7. Girls Inc. - After School Opportunity
8. Chris Vollum Presentation - Grades 4-8 - November 29, 2017
9. Anxiety presenter - Dr. Joy Andreas (February)
10. Culturally Responsive Teaching (FMNI, power and privilege, etc.)
11. Honouring diversity - announcements in different languages (example: say "hello" in a different language every day of the week)

Bullying Intervention and Support Strategies

(for individuals who cause harm, are impacted by harm and are witness to harm)

- Restorative Practice
- Response plan (CPS)
- Referral to CYC, safe schools social worker
- Developmental assets building (student ambassador, staff member)

Training Resources and Outreach Strategies for Members of the School Staff, Parents and Community

- Restorative Practices Training (Carol Prince, Kevin Frost, Susan Lash, Erin Peters)
- CPS (Lindsay Reid, Stacey DeSilva)
- PALS
- Chris Vollum
- BRAVO
- Safe Schools Social Worker

Bullying Prevention and Awareness Responsibilities for:

Staff:

- training in restorative practices and CPS
- looking into Kelso's choices and alternatives
- training PALS and delivering to students

Students:

- PALS
- student ambassadors
- students to develop an anti-bullying strategy (similar to kelso's wheel, but designed for older students)

Parents:

- parent council (student ambassador)

Monitoring and Review Process/Timelines

This plan has been shared with staff and parents via: (Underline)

- Staff Meeting
- School Council Meeting
- Newsletter - Weekly Launch Pad
- School Website (required)
- Other

Resources/Reference: Safe and Inclusive Schools Policy

HDSB Admin Procedure Bullying Prevention and Intervention

HDSB Admin Procedure Positive School Climate

TTFM Survey

Safe Schools Social Workers

Public Health Nurses