



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 Team 2017-2018

<i>Community Partner</i>	Julia Brdarevic Lisa Crapsi Officer Jeff Schwoob
<i>Parent/Guardian</i>	Shelley Murray Vanessa Mcelroy
<i>Principal or Vice Principal</i>	Luisa Botelho, Beth Hudson
<i>Students</i>	Elementary: Grade 7: Piper Binks, Emma Gauthier, Jonathan Nussbaum, Haeley Warren, Brennan Parcey, Sam Zeran Grade 8 Evan Caruk, Emma Cook, Ryann David, Aeysha Munawwarah, Jake Simmons, Izzy Thomson Secondary: Anica Brigant, Emma Campbell, Sahiba Chhabra, Anthony DeCurtis, Deysha Din, Mackenzie Gaulton , Genesis Gollab, Kimmy Irvine, Callum Keltie, Holly Laurin, Kayla MacKenzie, Chloe Stuart, Carley Van de Mosselaer
<i>Support Staff</i>	Sal Alfano Katelyn LeClair Sherry Thomson-Morton
<i>Teacher</i>	Adam Baxter Joanne Bober Cat Hadala Kerri-Lynn Patterson Sarah Robertson

Types of bullying that exist in our school

(as identified through school based data and information)

Elementary: (2016-2017) verbal 29%; social 35%; physical 14%; and cyber 10%

- We noticed that during the 2016-2017 school year verbal bullying decreased with the elementary, and physical, social and cyber bullying remained the same with only 1-2% increase/decrease.

Secondary: (2016-2017) verbal 33%; social 29%; physical 12.5%; and cyber 16.6%

- We noticed that during the 2016-2017 school year physical bullying decreased with the secondary, the cyber bullying had a slight increase, however, we have noted an increase in both verbal and social bullying.

School Bullying Prevention SMART Goal

Elementary:

By the end of the year, the number of our students with moderate to high levels of anxiety will be reduced from 35% to 10%. By the end of the year, there will be a 10% decrease of bullying happening in the hallways and during breaks. We want to see an increase in students who feel safe at school.

Secondary:

By the end of next year, 80% of students will report that they never or hardly ever have been bullied in our school. By the end of the year, there will be a 10% decrease of bullying happening in the hallways and during breaks.

Bullying Prevention and Awareness Strategies/Curricular Connections/Activities

(for whole school, and those students at risk of bullying behaviours)

Both panels are working with the Wellbeing Team to “make kindness a trend” at Aldershot.

We will aspire to inspire students and staff in our school community to try new things and to appreciate **the differences** within our school. We will also work hard to promote kindness **through** inclusive and **open** opportunities. We would also like to foster a safe and **warm** environment for our school.

We will inspire and support everyone throughout the school community by promoting and working towards a **fair**, united, healthy place where **we ensure** everyone’s opinion and story matters.

We will statements:

- we will **keep** Aldershot a safe, **positive**, healthy, and **welcoming** environment
- we will **show** kindness and equality towards all students and staff
- we will **plan events to have something for students to look forward to during their day, their month, their year**
- we will model **kind**, inclusive and safe behaviours

Activities for this school year:

Physical and Mental Well-being

- **Try it Day** - find your passion -
- Fitness Fridays
- Stall Talk

Kindness and Inclusion

- **Ten Days of Kindness**
- Posters of Kindness
- Making Kindness a Trend Day - 1st Friday of each month
 - Greeting Day morning and after school - Friday Nov. 17th
 - Friendship Day - Friday Dec. 15th

Truth and Reconciliation - Indigenous People and Land

- **Blanket Activity** - Grade 7 and Grade 10 History
- Guest Speaker - Doug Doolittle

Other

- **Coffee House** during period 3 - or after school
- Promotion of Breakfast Club

Elementary:

- 1-2 Try It Hour afternoons, which allow students to identify and 'try' an activity that they feel reduces stress for them; students are in cross grade/class groups and will have opportunity to work with and meet new students and staff members;
- Continue to promote our school breakfast program to ensure students begin the day with a healthy start;
- Pizza with Police: A once a month discussion group in collaboration with our Community Officer and Halton Police's Social Worker, our CYC, a teacher and student voice to discuss current and relevant "teen/adolescent issues" with a problem solving approach;
- Health and Physical Education classes and promoting student involvement in intramural programs during nutrition breaks; educate students further about understanding their personal stressors and developing coping mechanisms
- Identification of students who face challenges with anxiety and a sense of belonging;

Take 10/Adopt a Student where each staff member identifies one student to develop relationship and rapport- focus on students with social anxieties;

- Continue to build on the concept of Growth Mindset and teaching growth mindset in each of our classrooms; developing staff and student understanding of strategies to promote effort rather than academic achievement

Secondary:

- Further work with the grade 9 and 10 Health and Physical Education and Grade 9 Learning Strategies classes on developing positive relationships and student self-esteem. Students who feel good about themselves will respond to others verbally and socially in kinder way. Educators work together with community partners to support students social emotional learning and well-being.

Teachers:

- Monitor and moderate student work to inform instruction to ensure that each student learns, progresses and achieves stated goals; continue implementing myBlueprint.ca as a form of electronic portfolio (examples of student work/learning styles evaluation etc.) and Growing Success initiatives (goal setting/student/teacher communication and descriptive feedback);
- Obtain feedback from students through interviews, surveys, and classroom conversations (TTFM/Have a Say/Google forms/Exit Passes and Mid-Term Check-Ins);
- Have a wider breadth of participation in professional learning and collaboration with colleagues on topics such as TRC, First Nations, Metis, and Inuit education, Equity and Inclusive Education, Mental Health, Healthy Schools and Wellbeing Strategy;
- Have Student Services actively work with subject specific teachers to coordinate guest speakers or activities for authentic learning opportunities;
- Engage students and Parents/Guardians by holding open houses, welcome dinners and featured guest speaker evenings throughout the school year;
- Apply for community resources to support Secondary Achievement Engagement (Speak Up/Innovation Funds/Halton Learning Foundation/ TLLP grants).
- Have more opportunities to experience in action both the Restorative Practices and Building Community strategies in our classrooms (Working with ADAPT, SSW, and CYC);
- Collaborative work with Halton Health Department with our students and teachers around food equity and accessibility.

Bullying Intervention and Support Strategies

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

Use the restorative practices framework with students and staff to restore, repair and build: mutual respect; a belief in people's ability to resolve their own problems given time, support, and a chance to tell their story; an inclusive approach to problem solving, so that feelings, needs and views of everyone in a given community are taken into account.

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

Resources:

- Foundations for a Healthy School
- Aligned and Integrated Model for school Mental Health and Well-Being
- TTFM Data analysis and monitoring
- Student Feedback (e.g., focus groups, student reflection, survey, etc.)
- Staff Feedback (e.g., focus groups, student reflection, survey, etc.)

Community Partners:

- Halton Region
- Halton Police
- Halton Women's Place
- Woodview Center

Communication:

- Aldershot Website with up-to-date information
- Twitter account with up-to-date feeds
- Synervoice messages with key resources and supports

Monitoring Strategies

- monitor progress throughout the year checking bullying reporting system; teacher and parent reporting incidents; as well as suspension rates
- have conversations with students, staff, parents
- observations (e.g., walk throughs, rounds, etc.) and products (e.g., student learner profiles, data walls, intervention plans, assessment plans, student work, course outlines, etc.)
- implement student learning intervention cycles to identify those students most at risk and determine the intervention plan (BIP and Safety Plans)

Bullying Prevention and Awareness Responsibilities for:

Staff to:

- determine what well being looks like, what is needed to support it and how best to measure it
- understand more clearly what is needed to create positive learning environments and focus on how this supports everything we do
- teach and help students build the knowledge and skills associated with positive wellbeing, so they can become confident, capable and caring citizens

Students to:

- interact positively with peers, parents and community members
- demonstrate social responsibility in the school and in the community

Parents:

- Communication with the school staff to report and/or discuss issues and concerns;
- Support strategies in place at school with discussion at home;
- Stay involved, connected and aware of what is happening at school through Aldershot Website, Staff Webpages, ALD Twitter, etc.
- To be able to locate information about Ontario's approach to discipline, information on bullying prevention and healthy relationships.

Monitoring and Review Process/Timelines

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

- ✓ Staff Meeting
- ✓ School Council Meeting
- ✓ Newsletter
- ✓ 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