Halton District School Board

Bullying Prevention and Intervention Action Plan Template 2016 / 2017

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	2016 / 2017
School	Aldershot School
*Principal **or** Vice Principal*	**Luisa Botelho (VP)** **Beth Hudson (VP)**
Teacher	**Adam Baxter** **Cat Hadala** **Kim Krug** **Sarah Robertson**
Non-Teaching Staff	**Kathy Johnston-Henry** **Sherry Thomson-Morton**
Parent	**Shelley Murray** **Vanessa Mcelroy**
Community Partner	**Julia Brdarevic** **Rob Pozeg** **Officer Jacqueline Ross**
Students	**Elementary:** **Grade 7:** **Jake Simmons, Emma Cook,** **Jordan Stanley, Aeysha** **Munawwarah** **Grade 8** **Anica Brigant, Mackenzie Gaulton** **Brodie Stratford, Chloe Stuart,** **Steven Krizsan** **Secondary:** **Genesis Gollab, Kevin Kormany** **Olly Laurin, Jessica Maude,** **Kayla MacKenzie, Wesley Ellicott,** **Sam MacLean, Logan Szyiko,** **Carley Van de Mosselaer**
WELL-BEING CONTACT PERSON **(must be a staff member)**	**Luisa Botelho (VP)** **Beth Hudson (VP)**
Email address	**botelhol@hdsb.ca** **hudsonb@hdsb.ca**

Types of bullying that exist in our school
(as identified through school based data and information)

Elementary: (2015-2016) verbal 37%; social 33%; physical 14%; and cyber 9%

- We noticed that during the 2015-2016 school year physical bullying decreased with the elementary, and verbal, social and cyber bullying remained the same with only 1-2% increase/decrease.

Secondary: (2015-2016) verbal 23.2%; social 22.7%; physical 14.6%; and cyber 15.6%

- We noticed that during the 2015-2016 school year both verbal and cyber bullying decreased with the secondary, however we noticed a slight increase with the physical 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 27% to 10%. By the end of the year, there will be a 10% decrease of bullying happening in the hallways and during breaks. *All students should feel safe and happy 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 Well-Being Team to "make kindness a trend" at Aldershot. We will inspire and support everyone throughout the school community by promoting and working towards a united, healthy, and balanced place where everyone's opinion and story matter.

We will statements:
- we will make Aldershot a safe, happy, fun healthy, and fair environment
- we will inspire kindness and equality towards all students and staff
- we will ensure that all students have something to look forward to during their day at school
- we will model kindness, inclusive and safe behaviours

Elementary:
- 2-3 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;
- Promote our school breakfast program to ensure students begin the day with a healthy start;
- 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;
- Develop the concept of 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:
- learn how to build relationship skills like empathy, listening, language, communication, conflict resolution, social emotional intelligence, positive feedback through asset language (DA and the belief that all students can succeed);
- have more opportunities to experience and incorporate the growth mindset framework;
- promote the understanding that students lack the skill, not the will, to behave well and how to avoid the use of power and control, instead motivate using the Collaborative Problem Solving (Think Kids) skills;
- support other full-cycle inquiries for deeper change in student learning and teacher practice; as well as confidence to take risks in the classroom by trying new instructional practices and strategies;
- continue to support learning around the Seven Equity Lenses and the Four Domains of Well-being
- learn how to build relationship skills like empathy, listening, language, communication, conflict resolution, social emotional intelligence, positive feedback through growth mindset language.

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.

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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