

**2022 - 2023**

## **Bullying Prevention and Intervention Plan**

### ***Promoting Healthy Relationships within Positive School Climates***

## **DDSB @ HOME SECONDARY**

### **OUR SCHOOL COMMITMENT**

We are committed to establishing and supporting learning and working environments that are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination, oppression and harm. Indigenous inherent rights, human rights and equity are at the center of our work. This fundamental commitment to human rights begins with meaningful investment in a Positive School Climate.

#### **A Positive School Climate:**

- Ensures that everyone is treated with dignity and respect;
- Accepts, welcomes and includes everyone;
- Values, affirms and supports the expression of diverse identities;
- Promotes, protects and upholds Indigenous inherent rights and human rights – including the students' right to education without discrimination and employees' right to employment without discrimination;
- Prioritizes the rights of the child/student in ways that are not discriminatory and that do not cause or perpetuate harm;
- Emphasize relationships, well-being and equity by creating a shared vision and building a whole school approach to recognizing and addressing issues.

While we work proactively to promote positive and respectful interactions, we will also address any behaviour or interaction that is likely to have a negative impact on the school climate, including bullying, discrimination and other forms of harmful interactions. In planning our responses, we will consider and provide support for all impacted staff and students, including those who were harmed, those who witnessed the harm, and those who caused harm.

**We will promote a Positive School Climate in both proactive and responsive ways.**

## MINISTRY STATEMENTS

“A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of bullying prevention.”

*Taken from Ministry of Education of Ontario, PPM 145*

“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.”

*Taken from Ministry of Education of Ontario, PPM 144*

## HEALTHY RELATIONSHIPS

Healthy Relationships are grounded in treating one another with dignity and respect.

Healthy Relationships 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

All adults who are responsible for children play an important role in teaching them about healthy relationships and bullying. Teachers, parents/guardians, and other adults involved in children’s lives:

- Model relationship skills and attitudes
- Create positive situations in which children and youth interact.

Children will only learn positive relationship skills and attitudes if they observe and interact with adults who model positive relationships when interacting with children and adults.

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## HARMFUL INTERACTIONS

**Bullying:** 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 ancestry, size, strength, age, intelligence, peer group power (e.g., popularity), 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”, behaviour includes the use of any physical, verbal, electronic, written or other means.

**Aggression:** A response to conflict, threat or an internal emotional state of anger/irritability in which the intent to harm may or may not be present.  
Aggression...

- (a) can take direct or indirect forms, including physical, verbal, social and electronic
- (b) can become bullying when a power imbalance in a relationship develops over time because repeated acts of aggression may intimidate the person on the receiving end

**Teasing:** A type of “playful” interaction that can range from positive (e.g., bantering, joshing, ribbing) to negative (e.g., mocking, pestering, tormenting)

- (a) Positive teasing takes place within a healthy relationship. It is good-natured, fun and reciprocal
- (b) Negative teasing is characterized by words or actions that cause harm on one or both sides of the interaction. Negative teasing harms relationships as well as the school climate

**Slurs and personal insults:** The use of discriminatory, targeted or hateful language focused on Human Rights Code grounds, a person’s identity, or personal characteristics is never acceptable, whether this language is used in the context of bullying, conflict, teasing or aggression. These include:

- (a) Slurs and phrases that dehumanize, mock, ostracize, discriminate against or victimize others based on race, Indigenous identity, sexual orientation, gender, gender identity, religion, ethnicity, neurodivergent traits, ability, financial status, family status, etc.
- (b) Personal insults that target traits like body type and other physical characteristics, “intelligence,” personality traits or personal interests

**Conflict:** A normal type of interaction that everyone should learn to navigate and resolve effectively. Conflict may be distinguished from other harmful interactions in that...

- (a) there is no power imbalance between those in conflict, or at least the power imbalance is not being weaponized by the person with more power
- (b) all parties are typically invested in resolving the conflict (or at least ending it)
- (c) conflict most often occurs among people who share an existing relationship: classmates, siblings, friends, partners, colleagues, etc.
- (d) tensions underlying the conflict are not related to identity (e.g., ancestry, race, ethnicity, gender, sexual orientation, religion) and may be amplified by stressors for one or both parties in conflict
- (e) conflict typically centers on disagreement, personal errors, unclear or unmet expectations, or poor communication

**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.

## **Our Positive School Climates Team (Previously known as “Safe and Accepting School Team”)**

Our Positive School Climate Team leads our planning to promote a safe, inclusive and welcoming school climate.

- **Chair:** T. Jodoin
- **Teacher(s):** Paula Davis, Amanda Paul, Christine Piekarz, Connie Pucci, and Izabella Rikind
- **Principal:** Mr. Hoi Leung
- **Parent(s)/caregiver(s):** TBD

## **Strengths and Goals**

### **What the Data Tells Us – School Climate and Well-being Surveys and Other Data**

As part of the on-going monitoring and evaluation process, schools gather data from a variety of sources, including school climate surveys of students, staff and parents/caregivers every two years. Our school data indicates the following:

**Strengths:** Students feel like they have supportive relationships with teachers and peers. Feel like they have a safe space to learn and that their learning environment is inclusive.

Based on the analysis of various data sources, 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:** Continue to build community and strengthen relationships in the virtual environment. Foster learning spaces that are welcoming and safe to learn to a student’s fullest potential.

## **Proactive Approaches**

### **What We are Doing in Our Classrooms and Our School - Strategies that Promote a Positive School Climate**

Our school is implementing of various strategies to support student well-being, affirm and promote diverse identities, and create a welcoming environment. These strategies involve students, staff, parents and community members as part of a whole-school approach. Below are highlights of our strategies:

Teachers taking initiative to connect with students maintain consistent communication. Specific departments such as Guidance provide supports. Groups and Clubs, such as Student Leadership Community, support and build a community around equity and inclusion. Staff being

involved in learning about and taking Professional Development to understand how to support student Mental Health and Wellness. In addition, bringing in experts as guest speakers to provide guidance and information about Positive Community well-being.

In particular, a focus on teacher lead discussions promoting a safe and stigma-free environment to discuss mental health and wellness and any other topics that may interfere with student success.

### **How Student Voice is Present in Our School**

Engaging students to help shape the learning environment is an important component of a whole school approach in promoting a positive school climate – a climate in which every student feels that they matter. The following examples are highlights of student’s voices in action at our school:

The DDSB @ Home Secondary community has many ways that students can connect and share their voices, including Student Council, Student lead tutoring, mentoring (Elementary School/High School reading buddy program), and Student clubs (LGBTQ, Culture Club, Diversity Club). Specifically, various clubs are available focusing on inclusion and mental health and wellness, where students can come together and connect to engage in social activities.

**How we create conditions whereby students feel safe to report bullying and other harmful interactions at our school?** Creating the conditions within which students may feel safe to report begins with an investment in the relationship and the promotion of a Positive School Climate. Additionally, procedures may be put in place that facilitates student and parent/caregiver reporting, as well as procedures that outline the requirements for staff to report such instances in accordance with legislation.

#### **Student Reporting:**

- Reporting bullying or other harmful interactions to a trusted adult (e.g., parent/caregiver, teacher, administrator, support staff, police liaison officer).
- Using the “Report Bullying, Now” button on the school/board website provides students with a more discreet means of reporting bullying behaviours.

#### **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 and other harmful interactions to the classroom teacher, support staff and administration

Using the “Report Bullying Now” button on the school website.

### **Strategies that help students feel safe to report (e.g., relationship-building strategies, reporting mechanisms, awareness-building)**

Students can reach out to their teachers and guidance counsellors connected to their class and grade. Use of Administration to support and guide conversations. Clear direction in communication regarding where students can get help when feeling unsafe, for instance, the “Report Bullying Now” button, Student Handbook, Google Classroom resources or resources shared through VMAS and Social Media.

## **How We Are Building Capacity for Promoting Healthy Relationships as Part of a Positive School Climate at Our School.**

Training/learning opportunities occur at the board level, community level and school level. Here are highlights of our training/learning opportunities:

Students: VMAS, Social Media, Student Leadership and Clubs and Initiatives (Cooking, Cars, Escape Rooms, Equity, LGBTQ, Mindfulness)

Staff: Lunch Time Drop-Ins, Holiday Concert Activity, Staff Meeting Break out room activities, Staff Room Google Classroom @Nexus  
Parents/caregivers:

SCC, Parent Engagement Nights, Grade 9 Parent Night, Regular School Communication Letters and Notifications, Social Media.

## **Responsive Approaches**

### **How We Respond to Bullying and other harmful interactions at Our School**

Our school response follows a bias-aware 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 and appropriate) considering mitigating human rights and other factors
- Contacting the parents/caregivers of the person(s) who has been harmed and the parents/caregivers of the person(s) who has caused harm, in accordance with legislation
- Considering the broader context and implications of the harmful interaction (e.g., racism, homophobia, transphobia, biphobia, Islamophobia, antisemitism, faithism, classism, ableism, misogyny) to inform both immediate and long-term responses.
- Developing an action plan that is responsive and supportive
- Taking concrete steps to repair relationships and restore a Positive School Climate
- Considering individual, class, and/or whole-school learning opportunities to foster the conditions wherein similar situations may be prevented in the future, e.g., providing a school-wide lesson or activity on anti-Asian racism in the context of COVID-19
- Consulting and collaborating with community partners, affinity groups and DDSB departments, as appropriate (e.g., DBEN, DENSA, KIEN, MEND, Equity, ISS, Indigenous Education, Positive School Climates)
- Implementing a Positive School Climates Student Safety Plan, when necessary
- Implementing/reviewing a Special Education Behaviour Safety Plan when appropriate

### **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/virtual learning environment, special needs 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 Student Safety Plan 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)
- Conversations or learning opportunities as needed to support self-awareness, understanding of impact, social-emotional learning skills, and/or to inspire a shift in ideological trajectory if needed, e.g., in cases where ignorance, hate or discrimination are at play.

## Communication

### How We are Communicating with Students, Staff, Parents/Caregivers and the Community

To support a whole school approach, the school will communicate with staff, students, parents/caregivers and the community. Communication methods include:

Many community-based emails and automated messages are sent home to families with important information they need to be aware of. In addition, we use our D2L Landing page and our website to keep our school community informed. As many of our students are comfortable with Social Media, we also look to Twitter and Instagram to share highlights of what is going on in the school or important dates to make a note of. Our daily VMAs (Virtual Morning Announcements) has been a staple in our school community as we build capacity moving forward. These daily announcements allow students and staff to feel informed and connected every day. The VMAs provide consistency and routine in not only our learning environment but also an opportunity for student voice and engagement within our community.

## Continuous Improvement

As part of the continuous improvement model, the Bullying Prevention and Intervention Plan will be monitored regularly through:

- Positive School Climate Team meetings
- Staff meetings, division meetings, department meetings, committee meetings
- School Learning planning

Please visit [Durham District School Board](#) website for more information on how the Durham District School Board is supporting student well-being and promoting a positive school climate.

