

BULLYING PREVENTION AND INTERVENTION PLAN

South Grenville District High School

2021-22



Our School Commitment

We are committed to fostering a safe and accepting learning environment that promotes the well-being and academic achievement of all learners using a whole school approach. We will respond to any student behavior 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.

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 engaged in bullying will have a negative impact on the school climate. *Ministry of Education of Ontario, PPM 144*

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 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 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;

For the purpose of the definition of "bullying" in subsection (1), behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying: Bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

- (a) communicating material electronically, to one or more than one individual, or posting material on a website or through the use of an app, that may be hurtful or inappropriate and be accessed by one or more individuals;
- (b) impersonating another person as the author of content or messages posted on the internet or through social media; and
- (c) creating a web page or a blog in which the creator assumes the identity of another person.



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What We are Doing in our Classrooms and in our School – Bullying Awareness and Prevention Strategies		
<p>Our school is implementing the following strategies to support the well-being of the whole/child youth and positively impact students’ readiness to learn. These strategies involve students, staff, parents, and community members as part of a whole school approach to promoting a positive school climate.</p>		
<ul style="list-style-type: none"> Restorative practice language in classrooms and office Bullying Prevention and Intervention Week / Pink Shirt Day Conflict resolution Equity and inclusive education 	<ul style="list-style-type: none"> Positive mental health Progressive Discipline: A Bias-free Approach Positive Tone and Culture Assemblies Increased communication between the home and school 	
What “Student Voice” is Doing in Our School – Bullying Awareness and Prevention Strategies		
<p>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 strategies are student-based initiations that are being implemented in our school.</p>		
<ul style="list-style-type: none"> Co-op Spirit Days Wellness Wednesdays 	<ul style="list-style-type: none"> Safe Schools Character Development Experiences Character Development presentations 	
How We Report Bullying at Our School		
<p>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.</p>		
<p>Student Reporting:</p> <ul style="list-style-type: none"> Reporting bullying to a trusted adult (e.g. teacher, administrator, support staff, coach, police liaison officer) 	<p>Staff Reporting:</p> <ul style="list-style-type: none"> “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 incident shall report the matter to the principal as soon as reasonably possible.” (PPM 144) 	<p>Parent/Community Reporting:</p> <ul style="list-style-type: none"> Reporting bullying to the classroom teacher and/or administration

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How We Respond to Bullying at Our School

Our school response to bullying includes a tiered approach that may involve the following immediate and long term actions:

- Ensure the safety of all involved
- Responding to any student behaviour that is likely to have a negative impact on the school climate
- Using “teachable moments” with Progressive Discipline
- Teaching character development through assemblies, presentations, guest speakers, etc.
- Following restorative justice practices to address incidents
- Conducting school-based investigations
- Contacting community partners, when necessary; contacting parents of the person(s) who has been harmed and the parents of the person(s) who has caused harm in accordance with legislation
- Consider mitigating and other factors

How We Support and Follow-Up With Those Affected by Bullying at Our School

Support for the person(s) who has been harmed, the person(s) who has caused the harm and the person(s) who has witnessed harm may include:

- School level support such as connection to a caring adult (e.g., teacher, student support partner, support staff, Learning Resource Teacher)
- Appropriate co-curricular program (e.g., peer mentoring, Student Council, LINK, WEB)
- Board-level support such as social workers or psychological services
- Identifying community support resources (eg. CMHLG, FCS, Connections, other programs)

Follow-up for the person(s) who has been harmed, the person(s) who has caused the harm and the person(s) who has witnessed harm will include:

- Individual monitoring plan based on individual needs (e.g., regular check-ins)

How We Are Building Capacity for Prevention and Intervention At Our School

Training opportunities include board level training, community led training, and school-based training.

Student:

- School assemblies (when possible again)
- Community service presenters (Police, Paramedics)
- School-based presentations
- Guest Speakers (when possible again)

Staff:

- Restorative practices
- Culturally responsive pedagogy
- Poverty-Strategies
- Violence Threat Risk Assessment Protocol
- Safe Schools Bullying Awareness
- Emotional Intelligence training

Parents:

- Parent engagement presentation/activities
- Parent invites – Awards Assembly, Remembrance Day Ceremony, Monthly Assemblies, Open House, Parent-Council

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How We Are Communicating With Students, Staff and Parents		
To support a whole school approach, the school will communicate with staff, students and parents. Communication methods include:		
Student: <ul style="list-style-type: none"> • Discussions and conversations • Announcements • Classroom visits • Assemblies • School/Board websites • Class and School newsletters • Social media • Posters • Weekly Notes 	Staff: <ul style="list-style-type: none"> • Discussions and conversations • Staff meetings • Professional development days • Emails • Weekly Calendar • Committees • Professional learning networks • School/board websites • Weekly Notes 	Parents: <ul style="list-style-type: none"> • Discussions and conversations • School/Board websites • Parent engagement activities (Open House, assemblies,) • Social media • Classroom Social Media • Committees • Weekly Notes
Monitoring Our Progress		
As part of the continuous improvement model, the Bullying Prevention and Intervention Plan will be monitored regularly through:		
<ul style="list-style-type: none"> • Safe and Accepting School Team meetings • Staff meetings, committee meetings • Student, Staff and Parent/Guardian Feedback 		