

BULLYING PREVENTION AND INTERVENTION PLAN

St. Lawrence Secondary School

2019-2020

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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Our Safe and Accepting Schools Team			
Our Safe and Accepting Schools Team is responsible for a safe, inclusive, and accepting school climate.			
Parent Council Chair: Alain Bellefeuille Partner: Jill Stewart – HEBL Teacher: Nancy Lister Student(s): Amanda Pyke, Sandy Banga, Chris Olson, Steve Carriere, Rebecca Besner, Al Merizzi	Principal: Kelty Grant	Vice Principals: Josh Harrison and Shannon Savard	Community

What the Data Tells US – Office incident reports, bullying reporting box, Tell Them From Me survey
Our school data indicates the following:
Strengths: <ul style="list-style-type: none"> • Decrease in the number of incidents • Decrease in the number of repeat offenders • Increase in the number of students who go to a trusted staff member to report bullying incidences
Based on the analysis of various sources of data, our school has identified specific bullying prevention and interventions 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: <ul style="list-style-type: none"> • Reduce incidences of negative comments • Reduce incidences of comments based on appearance • Reduce incidences of physical aggression • Utilize communication tools (e.g. Facebook, Newsletters, announcements) • Having representatives from the school, community, students and parents



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What We are Doing in our Classrooms and in our School – Bullying Awareness and Prevention Strategies		
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.		
<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 ABLE placements as appropriate Zones of Regulation 	
What “Student Voice” is Doing in Our School – Bullying Awareness and Prevention Strategies		
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.		
<ul style="list-style-type: none"> Student voice survey and working group Spirit Days Teaching Zones of Regulation 	<ul style="list-style-type: none"> Safe Schools Character Development Experiences (WE Day) Character Development presentations Student Council initiatives 	
How We Report Bullying at Our School		
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.		
Student Reporting: <ul style="list-style-type: none"> Reporting bullying to a trusted adult (e.g. teacher, administrator, support staff, coach, police liaison officer) Bully reporting box 	Staff Reporting: <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) 	Parent/Community Reporting: <ul style="list-style-type: none"> Reporting bullying to the classroom teacher and/or administration
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:		
<ul style="list-style-type: none"> Ensure the safety of all involved Responding to any student behaviour that is likely to have a negative impact on the school climate 		



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- Using “teachable moments” with Progressive Discipline
- Teaching character development through curriculum foci
- 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
- Considering 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, administration, support staff, Special Education Teacher, Student Success Teacher)
- Appropriate co-curricular program (e.g., peer mentoring, Student Council, Link Crew)
- Board-level support such as social workers or psychological services
- Identifying community support resources

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
- Community service presenters (Police, Paramedics)
- School-based presentations

Staff:

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

Parents:

- Parent engagement presentation/activities
- Parent invites – Spaghetti Dinner, Remembrance Day Ceremony, Parent Teacher Interviews, Open House, Awards evenings

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:



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Student: <ul style="list-style-type: none"> • Discussions and conversations • Announcements • Classroom visits • Assemblies • School/Board websites • Class and School newsletters • Social media • Posters 	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 	Parents: <ul style="list-style-type: none"> • Discussions and conversations • School/Board websites • Parent engagement activities (Open House, assemblies, concerts, information nights) • Social media • School Newsletters • Committees
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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 •