UPPER CANADA
District School Board

## Policy Statement:

Providing students with an opportunity to learn and develop in a safe, inclusive, and accepting school climate is a shared responsibility in which school boards and schools play an important role. The school climate may be defined as the learning environment and relationships found within a school community. The following are some characteristics of a positive school climate:

- Students, staff members, and parents feel safe, included and accepted.
- All members of the school community demonstrate respect, fairness, and kindness in their interactions, building healthy relationships that are fee from discrimination and harassment.
- Students are encouraged and given support to be positive leaders and role models in their school community.
- Open and ongoing dialogue takes place between the principal, staff members, parents and students. All partners are actively engaged.
- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
- Every student is inspired and given support to succeed in an environment of high expectations.
- Bullying prevention and awareness-raising strategies for students and staff are reinforced through curriculum-linked programs

Research shows that bullying is a serious issue that has far-reaching consequences for individuals, their families and peers, and the community at large. Research also indicates that a clearly-articulated school-wide bullying prevention policy is the foundation of effective bullying prevention programming.

Bullying:
- Adversely affects a student's well-being and ability to learn.
- Adversely affects the school climate, including healthy relationships.
- 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.

## Definition of Bullying:

For the purposes of policies on bullying prevention and intervention, as provided in subsection 1(1) of the Education Act:

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.
   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**
(1.0.0.1)    For the purposes of the definition of bullying in section (1), behaviour includes the use of any physical, verbal, electronic, written or other means of aggression.

**Cyberbullying**
(1.0.0.2)    For the purposes of the definition of bullying in section (1), 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.
Aggressive behaviour may be intentional or unintentional, direct or indirect.  It can take many forms, including physical, verbal and social.

| Aggressive behaviour may include: | | |
|---|---|---|
| Physical | Verbal | Social/Relational |
| <ul><li>hitting</li><li>pushing</li><li>slapping</li><li>tripping</li></ul> | <ul><li>name calling</li><li>mocking</li><li>insults</li><li>threats</li><li>sexist, racist, homophobic, or transphobic comments</li></ul> | <ul><li>gossiping</li><li>spreading rumours</li><li>excluding others from a group</li><li>humiliating others with public gestures or graffiti</li><li>shunning or ignoring</li><li>may occur through the use of technology</li></ul> |

# UPPER CANADA
District School Board

**Bullying Prevention and Intervention Plan**

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## Safe and Accepting School Team:

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| Name of team member | Position |
|---|---|
| Trevor Wheeler | Principal |
| Karen Dixon (Vice Principal) | Teacher & EA |
| Kelsey MacDonald | Other member of staff |
| Tara MacArthur & Margot Poirier | Parents |
| Serge Duval (OPP) | Community member |
| Cameron Belisle and Michaela Allan | Students |

## Goal/Goals:

- Reduce incidences of inappropriate comments (non-inclusive language) made in jest
- Promote/Increase student leadership & voice to improve school culture
- Having representatives from the school, community and parents actively engaged in school programs
- Promote a culture of Inclusivity and belonging for all students

## Actions:

- CDHS Mental Health & Wellness Survey created and used to survey student wellness
- Positive mental health programming through physical and health education programming in all grade levels
- Link Crew & Student Leadership review survey from 2021-22
- Link Crew Team part of the planning and implementation of the 'Bully Prevention Week' activities.
- Link Crew Student Leaders meet with grade 9 and grade 10 students to create a student mentorship relationship
- Monthly Character Recognition Program which unifies the UCDSB Character Always and the Seven Sacred Teachings of Indigenous Culture to recognize positive student character
- Equity and Inclusion Posters – "This is a Safe Space" – have been placed throughout our school and discussed with staff and students. Staff Training with respect to the language of equity and inclusion.
- Restorative practices in the classrooms and the office

- Community Partner Involvement – OPP, CMH, CTC, EOHU
- Progressive Discipline: A Bias-free Approach

## Bullying Awareness and Prevention Strategies:

-Staff proximity in hallways at break and beginning of class to welcome students and monitor activity.
-Character Recognition Program – monthly character trait recognition.
-Senior Student Leadership Program – Link Crew – mentoring program and Student Council. (Link Leaders meeting regularly with grade nine teams.)
-GSA/Pride Club at CDHS
-'This is a Safe Space' posters spread throughout the building and discussed with students & staff
-Bullying Prevention and Intervention Week Messaging and Activities – school announcements and social media
-Link Crew assist with creating "Anti-Bullying Awareness Week" Activities

## Reporting Bullying:

-student reports incident they witnessed to an adult or Link Leader
-directly to administration
-directly to teacher
-reported to a parent who notifies teacher or administration
-confidential reporting form

## Intervention Strategies:

-Promote variety of activities within the school to foster confidence and wellness
-Ensure the safety of all who are involved
-Responding to any student behaviour that is likely to have a negative impact on school culture
-Using 'teachable moments' and infusing character education within our curriculum and progressive discipline
-Staff direct Intervention
-Administrative Intervention
-Conduct school-based investigations
-Promotion of effective student/staff discourse in the classroom to promote wellness
-Teaching character development through assemblies, guest speakers, and presentations
-Mediation processes – bringing parties together

-Follow Restorative Practices to address incidents – make it right
-Invoking Exclusion Measures – detentions, in-school exclusions, suspensions and expulsions as necessary
-OPP Involvement
-School level support such as a connection to a caring adult (eg. teacher, support staff, learning resource teacher, student success teacher, Guidance Counsellor)
-Appropriate co-curricular programming (eg. Link Crew, Student Council, Peer Mentors, GSA Club)
-Utilize UCDSB-level support such as social workers or psychological services

## Capacity Building:

| Staff | Students | Parents |
|---|---|---|
| -2022 Resilience/Perseverance Guest Speaker – Mark Black – October 2022<br>-BMS Training<br>-Health & Safety Training<br>-Promoting Kindness and Bullying prevention discussions at staff meetings<br>-'Know our Learners' and the creation of student profiles for grades seven and nine<br>-Review 'Supporting Minds' with staff and uses with our students<br>-Restorative Practices Training<br>-Culturally Responsive Pedagogy<br>-Violence Threat Risk Assessment Protocol Training<br>-Safe Schools Bullying Awareness<br>-Emotional Intelligence Training | -2022 Resilience/Perseverance Guest Speaker – Mark Black – October 2022<br>-School Assemblies – Character Education Guest Speakers<br>-Link Crew Mentoring<br>-Bullying Information and messaging on morning announcements and on Social Media during Bullying Prevention week in November and February<br>-Community service presenters (Police, Paramedics, CTC, CMH)<br>-School-based presentations with student leaders (Link Crew and Student Council) | -2022 Resilience/Perseverance Guest Speaker – Mark Black – October 2022<br>-Parent engagement presentations and activities<br>-Parent Invites – Remembrance Day, Open House, School/Parent Council, Awards Presentations to build a positive school culture |

| -Mental Health/Illness Awareness Training | | |
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## **Communication Strategies:**

| **Staff** | **Students** | **Parents** |
| --- | --- | --- |
| -Staff Meetings<br>-Discussions and Conversations<br>-Professional Development Days<br>-Emails<br>-Weekly Calendar/Crusader<br>-Committees<br>-Professional Learning Networks<br>-School/Board Websites | -School Assemblies<br>-Discussions and Conversations<br>-Announcements<br>-Classroom Visits<br>-School/Board Website<br>-School Newsletters<br>-Social Media<br>-School Posters | -Parent Council Meetings<br>-School Website and Facebook pages<br>-Parent Engagement Activities (Open House, Assemblies, Concerts, Information Nights)<br>-Social Media<br>-Parent/Guardian Letters and Emails<br>-Classroom Newsletters |