



Bullying Prevention and Intervention Plan 2018-2019

South Huron District Secondary School

The *Education Act* requires school boards to develop a Bullying Prevention and Intervention Plan and to require all of its schools to implement the plan.

This document is intended to facilitate the School's implementation of the Board's Bullying Prevention and Intervention Plan, with a view to promote a school-wide approach to ensuring a safe, inclusive and accepting school environment free of bullying, harassment, discrimination, and other inappropriate behaviours.

The Board's Bullying Prevention and Intervention Plan is based upon the Ministry of Education's Model Bullying Prevention and Intervention Plan (the "Model Plan") released January 29, 2013, and the requirements set out in this document have been taken directly from the Model Plan.

EDUCATION, AWARENESS AND OUTREACH

The School recognizes that a whole-school approach to engaging the school community will help the School's efforts to address inappropriate behaviour.

To this end, the School will utilise the following Ministry of Education definition of bullying in communications with the school community:

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 ("intimidation")

For the purposes of the definition of "bullying" above, behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying

For the purposes of the definition of "bullying" above, 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.

Conflict

People may sometimes confuse conflict with bullying, but they are different.

Conflict occurs between two or more people who have a disagreement, a difference of opinion or different views. Conflict between students does not always mean it's bullying.

In conflict, each person feels comfortable expressing his or her views, and there is no power imbalance. Each person feels able to state his or her view point. How people deal with conflict can make it positive or negative.

Conflict becomes negative when an individual behaves aggressively by saying or doing hurtful things. Conflict only becomes bullying when it is repeated over and over again and there is a power imbalance. The person who is the recipient of the aggressive conflict may feel less and less able to express his or her point of view and feel more and more powerless. That is when negative conflict may turn into bullying.

A school will respond to bullying and conflict differently. For example, in the case of a conflict, a school staff member may try to have the students come together to tell their side of the story and help them resolve the situation together.

In the case of bullying, a principal will consider progressive discipline.

In its communication efforts, the School will:

- Identify different types of bullying, including cyber-bullying.
- Understand the myths and realities of bullying behaviour.
- Identify bullying and differentiate bullying from conflict, aggression and teasing.
- Understand power and peer dynamics.
- Identify how biases, prejudice and hate can lead to bullying.
- Identify different manifestations and underlying factors of bullying, such as body image, racism, sexism, homophobia, disability, etc.
- Understand a whole school approach and the essential importance of a positive school climate for student achievement and well-being.
- Develop awareness and understanding of the factors that contribute to a safe, inclusive, caring and accepting school climate.
- Identify ways to make students aware of how they can help prevent and address bullying.
- Identify strategies to engage parents in conversations about bullying prevention and how to promote a positive school climate.
- Reach out to parents and the broader school community
- Reflect on relationships and interactions and focus on promoting healthy relationships using a variety of strategies.
- Become knowledgeable about community partners and resources available in the community.

The School will also communicate and share with the school community, procedures including the Board/school Code of Conduct, equity and inclusive education policy and guidelines for religious accommodations, procedures to address incidents of discrimination, progressive discipline approach, and bullying prevention and intervention plans and strategies.

The School will endeavour to increase education, awareness and outreach by using the following best practices:

- ✓ Mediation between students, staff and administration to help students appropriately solve conflicts and bullying issues, for willing participants.
- ✓ Use of community and school resources and supports to help with resolution of student issues. This could involve the Huron Perth Centre, CCMA and various counselling services, student services and other community supports including our local police service.
- ✓ Bullying prevention (acceptance and tolerance) through students' council and GSA
- ✓ Community building days for Grade 7/8 students once a month
- ✓ Start each day with Community Connections in Grade 7/8
- ✓ Creation of student led Mental Health Team, Wellness Wednesdays club, to promote positive school climate.
- ✓ Frequent guest speakers at assemblies dealing with a variety of bullying prevention and mental health topics designed to help improve this aspect of school climate.
- ✓ Guest speaker Mike Masse and his mindfulness program.
- ✓ Student activity days designed to improve school spirit and get students comfortable working with one another in a variety of different situations.
- ✓ Elementary students will take part in daily Community Connections activities to build and foster a sense of community within SHDHS

The School has identified the following strategies to engage parents in conversations about bullying prevention and how to promote a positive school climate:

- ✓ Admin and teachers connecting via phone calls and meetings with parents and guardians of bullied students, the bully and bystanders.
- ✓ Website activity – anonymous reporting system on the website to help students report bullying incidents to the school admin team.
- ✓ Link on website to Kids' help phone and crisis line.
- ✓ Posting of relevant information on bullying to student services and on website to help students and parents gain a better understanding of bullying and bullying prevention.
- ✓ Keeping school council informed and active in assisting with the education of the community to ensure a positive school climate.
- ✓ Maintaining an active and understanding school council and various organizations within the school to promote our positive school culture.
- ✓ Organizing community events focusing on areas such as inappropriate use of social media. To help students and parents to be more informed and take an active role.

EVALUATION OF EVIDENCE

The School recognizes that effective anti-bullying strategies must be evidence-based.

The School will base its bullying interventions, strategies, practices and programs on evidence from school climate surveys and other relevant information. The school will take the following steps to assess anti-bullying initiatives and strategies:

- Evaluate the evidence to determine the main areas of concern, and identify issues in the physical environment, determine current procedures, and assess the strategies in place based on results of the school climate surveys and other relevant information.
- Identify children and youth involved in bullying (including the bully, the person being bullied, and those who may have witnessed or been affected by the bullying). The School will consider using a risk assessment approach in this process.
- Review and update the School's strategies as a result of gathering new information and share with the school community.

Pre-evaluation strategy

The School's main issues of concern raised by students, staff and parents in the school climate surveys and based on other relevant information are the following: (previous year's data, when available, will be provided in brackets behind this year's data)

- ✓ Students in SHDHS reported being a victim of bullying about once a week or more at a rate of 39.8% (45.9%). These results are based on students' reports of being victims of physical, social, verbal and cyber bullying in the previous 30 days of the survey. The type of bullying reported by students was 13.5% (14.2%) for physical bullying, 31.2% (36.2%) for verbal bullying, 26.6% (29.7%) for social bullying to 14.6% (17.5%) for cyber bullying.

OurSCHOOL School Survey: (2018 Results – with 2017 results in brackets)

- ✓ Students reported bullying occurs most often in hallways at 36% (40%) and outside school at 34% (29%)

- ✓ Students reported bullying occurs most often during breaks at 43% (43%) or between classes at 18% (21%)
- ✓ Students feel excluded most often due to appearance at 21% (21%) and grades at 18% (18%)
- ✓ Students feel they are treated unfairly by staff due to grades 19% (19%) and appearance 9% (12%)
- ✓ 61% (57%) of students feel safe at school while 24% (25%) of students indicated a neutral position
- ✓ Students reported hearing threats made to another student at 34% (37%) and seeing a fight 22% (23%) as reasons for not feeling safe at school
- ✓ Students feel excluded due to my family's level of income at 11% (13%)
- ✓ Students feel excluded due to my religion or faith at 6% (8%)
- ✓ Students feel excluded due to my sexual orientation at 5% (7%)
- ✓ Students feel excluded due to a disability at 8% (10%)
- ✓ Students respond to being bullied by telling a friend at 44% (54%), telling a parent/guardian at 34% (46%) or ignoring it 51% (50%)
- ✓ Students respond to witnessing others being bullied by telling a friend at 65% (71%), comforting the victim at 39% (48%) or standing up for the victim at 33% (48%)
- ✓ Students agreed school staff are available to talk to about bullying at 57% (54%) and there are safe ways to report bullying at 53% (48%) as anti-bullying practices that are evident at the school
- ✓ 15.5% (11%) of girls and 11.2% (8.2%) of boys felt they had been sexually harassed in the previous 30 days of the survey and 30% (55%) of students did nothing about it. Another 17% (38%) told the person harassing them that it was inappropriate.

Data Analysis:

- ✓ Students were positive on the response to bullying from staff and admin in the school.
- ✓ Verbal and social bullying account for most of the reported bullying
- ✓ Bullying occurs most often outside of classroom instructional time and in the hallways.
- ✓ Students are able to speak to family 34% (46%) and friends 44% (54%) about bullying but not as comfortable speaking to school staff 18% (25%)
- ✓ Students are not comfortable telling anyone about sexual harassment that occurs
- ✓ In general, students feel staff can be approached to deal with bullying effectively

The School's concerns raised in respect of the physical environment are:

- ✓ Transition times/breaks continue to be a concern in the school with higher frequency of bullying being reported.
- ✓ Possible increase in supervision in the hallways at lunch and between classes.
- ✓ Intramural or club programs to reduce idle time and other activities
- ✓ Further student initiatives by student council and athletic council to help student peer groups.

The School's current processes for reporting, response, support and following up on issues are as follows:

- 1) Classroom teacher intervenes when they observe bullying taking place.
- 2) Face to face interaction with administration in the office. Students separately for support.

- 3) Investigation from administrator to complete details. This can also involve witnesses, and phone calls home.
- 4) Anonymous bullying reporting on the website that is followed up by admin.
- 5) Safe Schools Incident Reporting form for staff to report incidents in the school (AP 352)

Overall, bullying is reported by students or teachers and school administration follows up with an investigation. A progressive discipline plan is put into place and appropriate action is taken. This could involve mediation, or a variety of disciplinary actions within or outside of the school (including suspension and/or police involvement). Parent communication is always essential in this process. Regular monitoring of the students after this process is ongoing to prevent reoccurrence.

Based on a review of the school climate survey results and other relevant information, the following areas have shown success/ improvement:

- ✓ Students coming to tell staff and administration about bullying issues. There seems to be an increase in response from students to prevent and solve these type of incidents from happening.

Based on the school climate surveys and other relevant information, areas requiring improvement are as follows:

- ✓ Monitoring of hallways during transitions and at lunch time. This could involve an increase in participants or more organization of clubs and/or intramural programs.
- ✓ Continue to provide students a variety of services to help them feel they are supported and listened to.
- ✓ Increase in the frequency of assembly time and presentations to help deal with issues of harassment and bullying.
- ✓ Student voice initiatives to ensure student needs are being met and all necessary actions are being taken on bullying prevention.

Based on the above, the School proposes the following action plan to address areas of concern:

- 1) Improve monitoring of problem areas during key transition and at lunch time.
- 2) Work with student council and athletic council to improve student activities available during lunch time. Encourage student participation.
- 3) Guidance campaign with supportive messages in the school related to mental health. Healthy minds student let club will also help with this and design activities to help with a variety of situation within the school.
- 4) Continue to work with staff and students to improve strategies and training to problem solve and to decrease bullying between students within the walls of SHDHS.
- 5) Continue to work with organizations from outside of the school to ensure that all students are receiving the necessary help that they need to cope with being bullied and for us to provide help to prevent the bully from feeling the need to act out within our school and community.

Post-evaluation Strategy

The School will reassess the results of subsequent school climate surveys to verify the efficacy of the anti-bullying initiatives implemented. The “post-evaluation phase gathers evidence to test the efficacy of the prevention, responses, interventions or supports provided in order for changes to be made, where necessary.”

Upon re-evaluation, the School will update the information in this Template to reflect the effectiveness of its anti-bullying initiatives.

POLICY AND PROCEDURES

The School recognizes that a whole school approach and a strong policy and legislative framework are important for bringing widespread change.

The School also recognizes that the goals of policy initiatives must address the areas of challenge identified in school climate surveys and other relevant data. The board has created the following Administrative Procedures to support schools in addressing positive school climates: 141 *Equity and Inclusive Education*, 351 *Code of Conduct*, 325 *Promoting Positive Student Behaviour*, 353 *Student Suspension*, 352 *Student Expulsion*, 355 *Student Dress Code*, and 357 *Violence Free Schools*.

The School will actively communicate its procedures and guidelines to the school community (including involving the school community in the review and/or development of procedures and guidelines relating to bullying, discrimination and harassment), by taking the following steps:

- 1) Discuss prevention plan with Parent Council
- 2) Post plan on SHDHS website
- 3) Inform and work with staff to have the necessary knowledge to help implement the plan.
- 4) Review COMPASS and OurSCHOOL survey data to determine the various needs of the students in our building to improve understanding.
- 5) Involvement of Safe Schools team and Student Voice team.

The roles/responsibilities of the school community (students, staff, parents, and community members) are as follows:

Students:

- Follow the code of conduct of the school,
- Treat all members of the school community with acceptance and respect,
- Report all incidents of bullying to staff and cooperate with staff in addressing any bullying that may occur at the school or outside of school, and
- Complete the school climate survey when it is issued every two years.

Staff:

- Enforce the code of conduct consistently and fairly,
- Actively teach students appropriate behaviour for interacting with peers and adults,
- Model appropriate behaviour for interacting with others,
- Teach students through a variety of means what bullying is and that it is not acceptable behaviour.
- Teach students what to do should they be the target of bullying behaviour or should they witness other students engaging in bullying behaviour.

- Support students who have been the target of or witness to bullying behaviour,
- Support students who have engaged in bullying behaviour in order to help them develop more positive ways of interacting with their peers,
- Apply progressive discipline as outlined in Administrative Procedure 352 *Promoting Positive Student Behaviour*, and
- Complete the school climate survey when it is issued every two years.

Parents:

- Become familiar with the school code of conduct,
- Learn the definition of bullying and the various forms in which it can present itself,
- Work with the school staff to educate their children on appropriate behaviour for interacting with other children and adults,
- Model appropriate behaviour for interacting with others,
- Report incidents of bullying to school staff as soon as possible to assist staff in dealing with the matter quickly,
- Support school staff in implementation of bullying prevention initiatives, restorative practices and progressive disciplinary measures, and
- Complete the school climate survey when it is issued every two years.

Community Members:

- Become familiar with the school initiatives to promote a positive and welcoming atmosphere,
- Provide resources that complement the initiatives being undertaken by students, staff and parents to address bullying within the school and the community, and
- Report incidents of bullying to school staff as soon as possible to assist staff in dealing with the matter quickly.

PREVENTION

The School recognizes that fostering a positive learning environment will help to reduce possible bullying, harassment, and discrimination incidents. The School is committed to taking steps to strengthen prevention measures.

The roles and responsibilities of the safe and accepting school team (which will be communicated with the school community) are as follows:

Bullying prevention plan will be developed through the following:

- 1) Analysing school climate survey data
- 2) Access to other data – perception from staff and students and COMPASS/OurSCHOOL survey.
- 3) Determine success criteria – could relate to school climate survey stats in future years.
- 4) Reflect and revise plan on yearly basis.

Based on its evidence-based analysis, the School has identified the following practices and initiatives for bullying prevention (as divided by categories set out in the Model Plan):

- a) bullying prevention and intervention programs or activities that are evidence-informed and that address the needs identified by the Board or the School:

- ✓ Bullying prevention programs, assemblies/initiatives delivered to staff/students
- ✓ Active Minds, GSA programs and assemblies within the school for education and support
- ✓ Supportive and active student council initiatives to link students together to improve school spirit and support.

b) relationship building and community building programs that are present in the school, classroom and in the larger community:

- ✓ GSA
- ✓ Food Bank Drive
- ✓ Christmas Bureau
- ✓ 30 hr Famine
- ✓ Active Minds – Student led Mental Health Committee
- ✓ Girls Fitness Group
- ✓ Panther Pantry
- ✓ Community Building Events
- ✓ Cooking with Principal
- ✓ Homework Help

c) activities that promote a positive school climate:

- ✓ Assemblies and spirit activities by student council
- ✓ Athletic council spirit activities – Panther day/black and red to promote school spirit through sport programs, school wide 7-12.
- ✓ GSA and Active Minds activities/assemblies

d) awareness raising strategies for students, e.g. social emotional learning, empathy, developing self-regulation skills:

- ✓ Day of Pink
- ✓ Hallway picture media campaign to promote positive Mental Health.
- ✓ Rainbow week
- ✓ Green Ribbon – Mental Health Awareness Day/Activities

e) awareness raising strategies to engage community partners and parents in early and ongoing dialogue:

- ✓ School council – regular updates
- ✓ Website and other communication via social media (twitter)
- ✓ Communication home to parents via news letters and phone calls
- ✓ Regular parent meetings to address a variety of needs for the students and community.

f) ways to link curriculum and daily learning:

- ✓ Gr. 9 PE social media/bullying prevention unit.
- ✓ Gr. 10, 11, 12 health units designed to create a healthy community and school culture.
- ✓ Literature connections in gr. 9, 10 and 11 based on bullying – creates a climate for discussion within the classroom.

g) ways to support and encourage role modeling by caring adults and student leaders within the school and school community:

- ✓ Supportive teacher involvement with the students
- ✓ Interaction with various social support groups within the community. Volunteer organizations, self help organizations.
- ✓ Regular mediation resolution with the students.
- ✓ Student council attending Ontario student leadership conference to hear speakers and to learn ways to better support students in the school.
- ✓ Inclusion conferences for select leadership students in the school.
- ✓ Mental Health Team, activities inside and outside the classroom to promote mental health and safe schools.

The School has also identified the following learning and training opportunities for school staff and the school community that are needed:

- ✓ A variety of conferences to be identified to help build capacity in this area within our school.
- ✓ Inclusion conferences attended by staff and students.
- ✓ GSA and anti-bullying conferences and seminars.
- ✓ Active Minds Team working with teachers/staff and community organizations to help support teen and staff mental health.

The School will also:

- provide opportunities for regular check-ins with students at risk or affected by bullying;
- provide opportunities for teachers to development effective classroom management strategies using progressive discipline;
- establish and maintain respectful and caring classrooms; and,
- align supervision plan to address where and when bullying happens, as identified through climate surveys.

INTERVENTION AND SUPPORT STRATEGIES

The School recognizes the importance of using timely interventions and supports with a school-wide approach.

To this end, the School will:

- use teachable moments within a progressive discipline approach to address inappropriate behaviour, and consider mitigating and other factors;
- have in place processes and strategies to identify and respond to bullying when it happens;
- identify strategies for supporting all students involved in bullying;

- communicate the progressive discipline approach to the school community and the procedures in place to support the student.

The School supports the use of the following evidence-informed interventions and support strategies in a timely manner and using a whole school approach:

- ✓ Progressive discipline (individual student)
- ✓ Mediation where necessary between students and/or staff.
- ✓ Communication network. Student-teacher-Admin-Parent.
- ✓ Involvement of outside Mental Health Groups and Support.