

2019 - 2020 Bullying Prevention and Intervention Plan

Our School Commitment

We are committed to fostering a safe, accepting and supportive learning environment that promotes positive mental health and well-being, as well as the academic achievement of all learners. We believe that this is achieved through a Whole School Approach. We will respond to any student behaviour 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 engaging in bullying will have a negative impact on the school climate.

Ministry of Education of Ontario, PPM 144

Healthy Relationships

PREVNet describes Healthy Relationships as those that 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*

We all share a collective responsibility in fostering healthy relationships.

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

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.

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Our Safe and Accepting Schools Team

Our Safe and Accepting Schools Team is responsible for fostering a safe, inclusive, and accepting school climate.

Chair: Pickering Administration

Teacher(s): Tanya Gorecki, Kathryn Callaghan, Ryan Gallagher

Student(s): Student Council

Community Partners: D.R.P.S. (P. C., R. Roychoudhury),

D.R.H.N. (Ann-Marie Ho, RN., BScN.)

Principal: Randy Tennant

Support Staff: Cindy Kraemer, Eiaw Dawkins, Rhea Hewson

Parents: S.C.C.

What the Data Tells Us - School Climate Survey and Other Data

As part of the on-going monitoring and evaluation process, school boards conduct school climate surveys of students, staff and parents every two years (completed June, 2019). Our school data indicates the following:

STRENGTHS

PHS is a friendly and respectful space

Our students are very engaged

Our students know that the teachers at PHS have expectations regarding work habits

91% of our students have experienced no forms of bullying

Inclusive of all individuals with disabilities

Large number and range of co-curricular activities

Large and involved School Community Council

Strong partnership with SWIS, Public Health, Ajax Youth Centre, CareA, Frontenac Youth Services, and DRPS - structures in place to promote school wide well-being, and support for all Pickering H. S. students, staff, and community

Staff awareness of Prevnet research and resources

Based on the analysis of various sources of data, 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.

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GOALS

To keep students/staff/visitors safe by practicing various and certain protocols with excellence (e.g., Lockdowns, Hold and Secure, Fire Drills)
Continue to promote the “Report Bullying Now” link on the school’s web page
Continue to raise awareness around the harm created by bullying, especially cyber, and verbal bullying
To promote anti-bullying initiatives (e.g., Pickering H. S. Leadership Committee-Leadership Camp, Pink Shirt Day, Orange Shirt Day, Wellness Shirt Day)
Continue to promote Student Success initiatives such as SAL, Credit-Recovery/Rescue, and school literacy and numeracy programs
Encourage the Pickering student population to participate in anti-bullying activities such as those that promote self-regulation (e.g., Healthy Schools and Healthy relationships)

AWARENESS AND PREVENTION

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 to positively impact students’ readiness to learn. These strategies involve students, staff, parents and community members as part of a whole school approach. Below are highlights of our strategies.

Develop student and staff leads from various domains (departments, grades, interest groups) so that all well-being strategies are embedded in curricular and co-curricular activities.
Highlights include:

- Girls Night In
- Mental Wellness Programs – TAMI Conference
- The Leader in Me: Awareness to Action Conference
- Everyday Excellence Initiative
- Internet use – Mental Health (D.R.P.S./Public Health)
- Drug Abuse Prevention
- Bullying Awareness and Prevention Forum
- We Scare Hunger Food Drive
- Me to We: Student focal point
- “Bring Your Lunch and Eat Together” – Staff initiative
- First Nations, Metis, and Inuit perspectives (NBV3C)
- Human Trafficking Assemblies (D.R.P.S. – all grade 9 students; part of our Mental Health initiative)
- Emergency, Health and Safety routines and protocols
- Bullying Prevention Week and posters
- Pink, Orange, and Wellness Shirt Days
- Liaise with Equity priorities (e.g. G.S.A. , Impact, and other groups)
- Best Buddies – Inclusive Education initiative
- Life Beyond High School: Board Inclusive Education initiative
- Health (Grade 9 parents, all grade 9 students as part of the Physical Education curriculum – Stress Management and Resiliency)
- Injury prevention – coaches all grades and subjects
- Yoga club
- Life Project initiative
- Special Olympics Ontario Secondary Schools Basketball Qualifier Tournament
- Breaking Barriers Club
- Block Parties (lunch)

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Supervision schedule and plan of all areas of the school;
Involvement of Durham Public Health Nurse and D.R.P.S. in all school/parent activities and Safe School Team

Frontenac Youth Centre Clinic – located on-site (Nurse Practitioner);
The Regional Municipality of Durham Health Department – Ann-Marie Ho, Durham Region Public Health Nurse

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 initiatives that are being implemented at our school.

- IMPACT club, GSA
- Leadership Camp/retreats
- Peer Leaders
- Me to We (assisting local/global communities)
- Inquiry based learning
- Students conducting school-wide drug abuse/prevention awareness campaign/program
- Student Ambassadors – Coordinated by Guidance and our Leadership class
- Wide array of clubs and teams (Sports, Equity, Social Justice and Advocacy, Well-Being, Science, Math, and Technology)

- Student Council
- Social Justice clubs/initiatives
- D.M.H. (discussing mental health)
- Bullying Awareness and Prevention Week Conference
- Safe Schools Student Voice Conference
- Students in Connect programs
- Student Government
- Access to counselling and support through mentor, Guidance, CareA, Frontenac Youth Services, S.W.I.S., and D.D.S.B. Professional services

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INTERVENTION

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:

- Reporting bullying to a trusted adult (e.g., teacher, administrator, guidance counsellor, support staff, coach, police liaison officer)
- “Report Bullying Now” button on the school/board website

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 to the classroom teacher, support staff and/or administration
- “Report Bullying Now” button on the school website

How We Respond to Bullying at Our School

Our school response to bullying follows a progressive discipline approach that may involve 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
- Using a Restorative approach to office referrals and conflict resolutions
- Conducting a school-based investigation and close partnership with Durham Regional Police Service - considering mitigating and other factors
- Contacting the parents of the person(s) who has been harmed and the parents of the person(s) who has caused harm in accordance with legislation
- Timetable modifications and locker relocation if necessary; Provision for a “safe” space within the building for continued studies (if necessary)
- Contacting community partners, when necessary (CAS, Frontenac, Ontario Shores, Pinewood, Durham Mental Health, D.R.P.S., etc.)
- Developing an action plan that might include Restorative Practice, Progressive Discipline – Bias Aware, emphasizing a bias-free approach
- Implementing a Safe Schools Student Safety Plan, when appropriate

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INTERVENTION	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 harm and the person(s) who has witnessed harm may include:		
	<ul style="list-style-type: none"> School level support such as connection to a caring adult (e.g., guidance counsellor, teacher, student success teacher, SERT, support staff, coach) or appropriate co-curricular program (e.g., Peer mentoring, Leadership Committee, Breakfast Club, Me to We [Student Initiative], IMPACT, GSA Board level support such as social workers or psychological services (with consent) Identifying community support resources (Durham Mental Health, Durham Health Department, Durham Regional Police Service) Refer to Community Support Agencies (Frontenac, John Howard Society, Durham Outreach Workers) 		
	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:		
	<ul style="list-style-type: none"> Individual monitoring plan based on individual needs (e.g., regular check-ins) 		
TRAINING	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: <ul style="list-style-type: none"> Grade 9 Day Welcome back/Code of Conduct assembly Police Liaison/Accident Awareness presentations Safe Schools Bullying Awareness and Prevention and Student Voice Conferences Talking About Mental Illness (TAMI) Summit (Secondary TAMI Summit) Cyber Safety - Business Studies integrating Cyber-Bullying Unit (TIJ101); Digital Citizenship Public Health/Safety presentations Psychological and social worker services Specialist High Skills Major programming Vetted evidence-based/evidence-informed training that reinforces curriculum connections Workplace safety awareness/training Discussing mental health Student led advocacy and support groups (Orange/Pink/Wellness Shirt Days) 	Staff: <ul style="list-style-type: none"> On-going Restorative Practice Framework and Circle training Culturally Responsive Pedagogy training School Climate Survey/Safe and Accepting Schools Team training DDSB Safety/ALLY Week Open House Mental Health First Aid for Adults Who Interact with Youth training Violence Threat Risk Assessment Protocol training Safe Schools Bullying Awareness and Prevention Week and promoting Orange/Pink/Wellness Shirt Days Building Resiliency through Self-Regulation (Dr. Stewart Shanker) Learning networks Equity representatives training New Teacher Induction Program (NTIP) training Tiered Approach to Mental Health training Public Health presentations/training Anti-Oppression training 	Parents: <ul style="list-style-type: none"> Parents Reaching Out Initiatives Parents and Partners Conference Public Health presentations School Community Council guest speakers Parent engagement presentations/activities DDSB Safety/ALLY Week Open House

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COMMUNICATION	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 • Newsletter • Student agenda • Social media • Posters • Student Council 	Staff: <ul style="list-style-type: none"> • Discussions and conversations • Staff meetings • Heads meetings • Professional development days • Weekly memo • E-mails • Social media • Committees • Professional learning networks • School/Board websites 	Parents: <ul style="list-style-type: none"> • S.C.C. (School Community Council) • Discussions and conversations • School/Board websites • Parent engagement activities (e.g., Open house, assemblies, concerts, information nights) • Social media • Student agenda • Newsletters • Committees • SchoolMessenger (phone call home system)

CONTINUOUS IMPROVEMENT	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 Schools Team meetings • Staff meetings, Heads meetings, department meetings, committee meetings • DDSB School Climate Survey/Safe and Accepting Schools Team training • Equity Committee 	