The following Bullying Prevention and Intervention Plan template is a tool created by the DDSB Safe Schools Department, in consultation with other board departments, to assist Safe and Accepting Schools Teams in creating their school Bullying Prevention and Intervention Plan.

Each school is required to have a Bullying Prevention and Intervention Plan, as outlined in Policy and Procedure #5148, and in Ministry legislation. How the school chooses to format their plan is up to each individual school.

This Bullying Prevention and Intervention Plan template is one format that a school may choose to use.

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 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

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.

PPM 144

Our Safe and Accepting Schools Team

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

Chair: Alison Acome	**Principal:** Adrienne Goundry, Markus Vaisanen
Teacher(s): Natalie Huculak	**Support Staff:**
Student(s):	**Parent(s):**
Community Partner(s):	

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. Our school data indicates the following:

STRENGTHS

- 95.5% (96.7%) students feel safe at school (always or most of the time)
- Broken down as follows:

Lockers: 93.9% (97.2%) feel safe
Neighbourhood: 95.1% (95.7%) feel safe
Eating lunch: 97% (97.2%) feel safe
Classroom: 98.9% (99.5%) feel safe
Change room: 89.2% (89.7%) feel safe
Washrooms: 92.2% (97.7%) feel safe
Playground: 93.4% (97.6%) feel safe
Entrances and Exits: 98.2% (99.5%) feel safe

There has been an increase in how students feel about spaces inside and outside of the school.

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

We the staff at Eagle Ridge P.S. commit to…

- *Ensuring all students and staff feel safe, emotionally and physically.*
- *Model and teach anti-bullying, anti-homophobic and anti-racist strategies by integrating practices into educational programming and interactions both in and outside the classroom.*
- *Build healthy relationships within the school community and neighbourhood*
- *Immediately deal with bullying that happens on Eagle Ridge P.S. School property, at school related activities, on school busses or in any other circumstance (e.g. online) where engaging in bullying or in behavior and/or language that is homophobic or racist in nature will have a negative impact on the school climate and most importantly an individual's well-being.*

1. Foster an environment that builds healthy and meaningful relationships between students, teachers, parents, administration and the school community.
2. Create a clear definition of bullying and increase student voice to report bullying
3. Focus on Self regulation: Create awareness of identifying emotions of self and others and provide students with strategies to self-regulate
4. Self regulation as a pre-cursor to positive interaction with peers.
5. By November 2017, establish Well-Being and Equity and Diversity committees to plan and develop initiatives to foster a positive school climate.

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 to promoting a positive school climate.

AT THE SCHOOL:	IN THE CLASSROOM:
- Assemblies built on the foundation of Character Education - Anti-bullying messages, videos in assemblies - Self-regulation and resiliency initiatives - Creating a safe and accepting space where the diverse members of our community are represented (hanging of the flags, collecting data about the students and celebrations in our classes)	- Clear definition of Bullying - Student dialogue - Fostering positive relationships between students and between students and teachers - Self-regulation and Mindfulness specific teaching and activities - Lessons for teachers on the portal under safe schools - Resources in Staff OneNote Binder

- Slideshows representing community celebrations in foyer
- Student involvement planning - Student Voice Group (Be the Change initiatives, student prefects).
- Cooperative Learning
- Report Bullying Now on website

- Posters (student generated)
- Drama (skits)
- Social Media/media literacy (Junior and Intermediate students)
- Bullying reporting

Instruction will be differentiated and precise through the following strategies:
- Progressive discipline, bullying prevention and restorative practices will be a part of a whole school approach to develop a positive climate

Instruction will be differentiated and precise through the following actions:
- Provide opportunities to represent, extend and promote diversity and inclusion for all staff, students and parents
- Apply restorative practices

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.

STUDENT EVIDENCE:
- Student Voice (morning announcements and messages)
- Student council (Intermediate Students as community leaders)
- Student prefects
- Be the change initiatives
- Anti-bullying bulletin board in halls

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:	Staff Reporting:	Parent/Community Reporting:
• Anti-bullying reporting box in office • approaching teachers, parents, another child or adult, lunchroom supervisors, principal/vice principal Kids Help Phone • using the anonymous online bullying reporting option on the school website	• Investigate the issue with the students involved • Contact parents • Restorative circles • Report to administration	• Contact child's teacher • Report to administration • Report through the online bullying forum

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:

- Immediately deal with bullying that happens on Eagle Ridge P.S. School property, at school related activities, on school buses or in any other circumstance (e.g. online) where engaging in bullying or in behavior and/or language that is homophobic or racist in nature will have a negative impact on the school climate and most importantly an individual's well-being.
- Progressive discipline
- Restorative circles
- Parental involvement
- Board personal support (Safe School Team)
- Police involvement (community officer)

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:
• Restorative circles • Parental involvement • Outside agency involvement
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:
• Medical attention if needed • Investigation with those involved • Communication with parents • Follow with progressive discipline • Police liaison officer • Safe schools contacted

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:	Staff:	Parents:
• Character education lessons/assemblies • Building healthy relationships between all in the school community • School wide clear and consistent behaviour expectations • Lessons on types of bullying and appropriate ways to deal • Self-regulation education and opportunities • Restorative circles • Modeling and teaching appropriate communication with peers	• Opportunities to attend Restorative Circle Training • Building healthy relationships between all in the school community • Safe Schools Workshop and information sharing • Self-regulation workshops	• Links provided through the school and board website for workshop opportunities. • Building healthy relationships between all in the school community

COMMUNI

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:	Staff:	Parents:

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• Direct instruction • Lessons • Modelling appropriate behaviour • Setting expectations • Restorative circles • Progressive discipline • Announcements	• Staff meetings • Division meetings • Well-Being and Equity Committees • E-mail • Announcements	• Websites • Newsletters • Synrevoice (phone message system) • SCC

CONTINUOUS IMPROVEMENT

Monitoring Our Progress

As part of the continuous improvement model, the Bullying Prevention and Intervention Plan will be monitored regularly through:

- School Climate Survey, Student office referrals, Suspension data
- Bullying survey for school community: students, parents, staff
- Collection of appropriate data (report card: self-regulation piece, tracking office referrals)
- Visibility of school staff (in hallways during transitions)
- Tracking of incidents, progress and patterns, teacher referrals
- Students being educated to assess their state of mind and self regulate their actions

Please visit www.ddsb.ca for more information on how the Durham District School Board is supporting student well-being and promoting a positive school climate.