DDSB Ignite Learning

Roland Michener Public School

2023 - 2024 Bullying Prevention and Intervention Plan

OUR SCHOOL COMMITMENT

We are committed to fostering a safe, accepting and supportive learning environment that promotes well-being (i.e., cognitive, emotional, social, physical) and 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, including those who engage in 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

Healthy Relationships are 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*

PREVNet, 2014

We all share a collective responsibility in fostering healthy relationships that build welcoming, respectful, safe and inclusive environments.

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

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

status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education;

(c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

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

PPM 144

Our Safe and Accepting Schools Team

Our Safe and Accepting Schools Team leads our planning to promote a safe, inclusive, and welcoming school climate.

Chair: S. Morgan

Principal: G. Lew

Teacher(s): R. Bekele, S. Morgan, V. Houston

Support Staff: T. Shoniker, B. Mullin

Student(s): S. Imran, K. Lackatoo (Student Leadership)

Parent(s): J. Harman (SCC Chair)

Community Partner(s): Y. Aladesua (Public Health Nurse)

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

As part of the on-going monitoring and evaluation process, schools gather data from a various of sources, including school climate surveys of students, staff and parents every two years. Our school data indicates the following:

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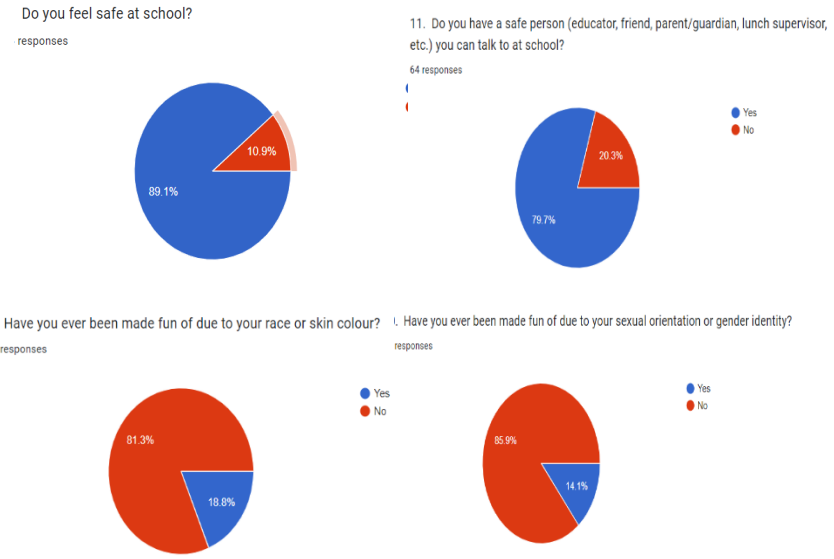
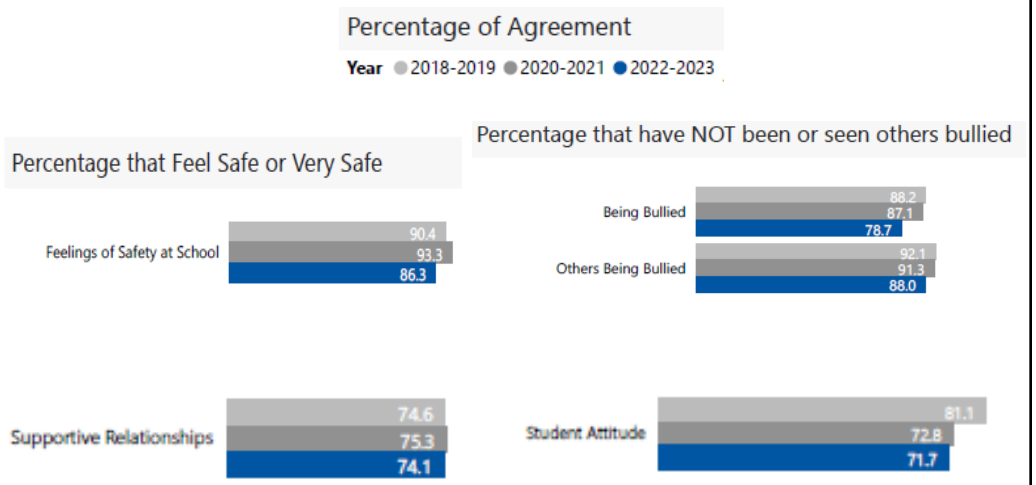
STRENGTHS





Based on the data from our **October 2022 Student Well-Being Survey (Gr.4-8)** and **22/23 School Climate Survey**, there is a high percentage of students, staff and parents who feel that the school is a safe learning environment, and who have not been bullied by their race, skin colour, sexual orientation or gender identity. It is encouraging to note that the percentage of agreement remains high for respondents feeling safe, NOT having been bullied, and the school learning environment has contributed to supportive relationships and positive student attitudes. We will continue to implement ongoing strategies, as well as, initiate new programs to support the well-being of staff, students and families.

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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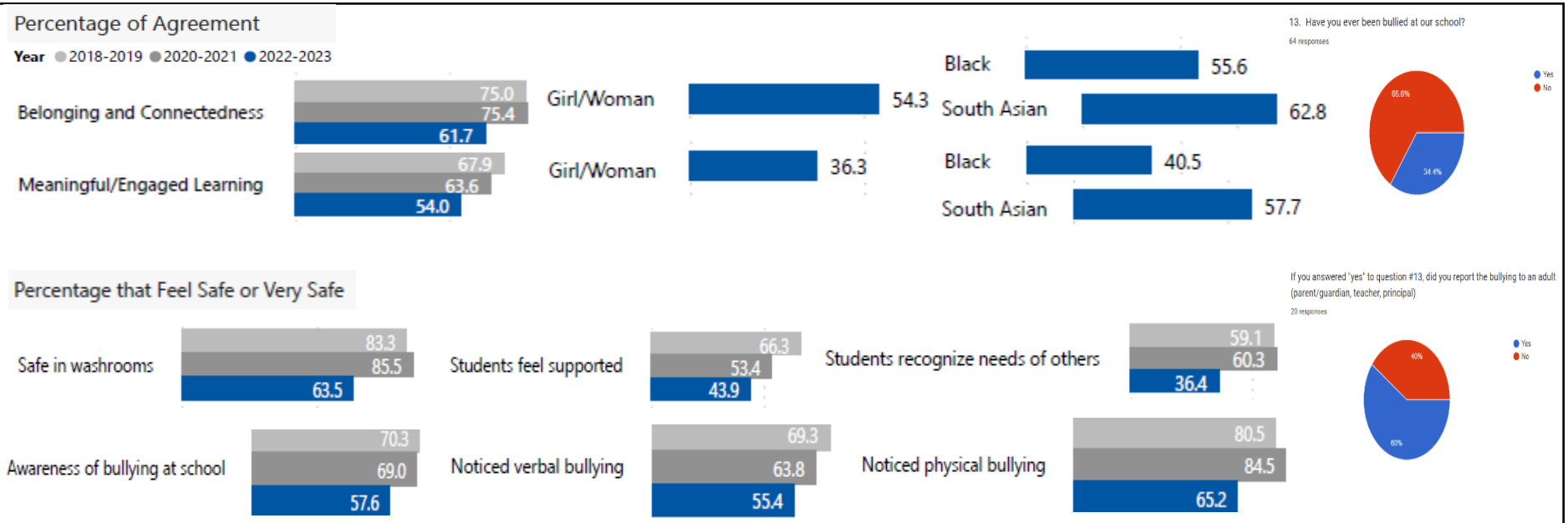
GOALS



Based on the data from our **October 2022 Student Well-Being Survey (Gr.4-8)** and **22/23 School Climate Survey**, our school goals will focus on *Student Belonging and Connectedness (61%)* and *Meaningful/Engaged Learning* (54%). Results also indicate that students are not readily aware of bullying and the needs of others, which aligns to their feelings of being supporting being low.

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	What We are Doing In Our Classrooms and in Our School - Bullying Awareness and Prevention Strategies
AWARENESS AND PREVENTION	**Our school is implementing a variety of strategies to support student well-being 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.**
	• Fostering a sense of community (belongingness and connectedness) both within the classroom and throughout the school through daily well-being check-in's, community circles, peer interactions, co-operative learning structures, character education, guest speakers, student leadership group, indigenous education and human rights, equity initiatives (including Anti-Black Racism, CCPI), extracurricular activities, etc. • Strategically bringing awareness to the difference between conflict and bullying, teasing and taunting, tattling and reporting and Bystanding and Upstanding (student leadership team) • Equitable Practices: Inherent Indigenous Rights and Human Rights (Anti-Black

	Racism Education, Indigenous Education)	s a n d s t a f f v h d e x e n p l i f y t h e d a n i n g d

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	Community Involvement Plan

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	based intervention (counselling,

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	self-reflection, positive reinforcement, all

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	• Provide ongoing professional learning for staff, including training on how to identify and respond to bullying, how to create safe and inclusive learning environments, and how to support students who have been bullied or who have engaged in bullying behavior.

	Ioing and engaging school-wide acti

	vities, i.e., Pumpkin Decorating an

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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.