



# BULLYING PREVENTION & INTERVENTION PLAN 2023-2024

DONALD YOUNG SCHOOL



## Our School Commitment

We are committed to establishing and supporting learning and working environments that are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination, oppression and harm.

Indigenous inherent rights, human rights and equity are at the center of our work. This fundamental commitment to human rights begins with meaningful investment in a Positive School Climate.

### A Positive School Climate:

- Ensures that everyone is treated with dignity and respect;
- Welcomes and includes everyone;
- Values, affirms, and supports the expression of diverse identities;
- Promotes, protects, and upholds Indigenous inherent rights and human rights - including students' right to education without discrimination and employees' right to employment without discrimination;
- Prioritizes relationships, well-being, and equity through a whole school approach.

While we work proactively to promote positive and respectful interactions, we will also address any behaviour or interaction that is likely to have a negative impact on the school climate, including bullying, discrimination and other forms of harmful interaction. In planning our responses, we will consider and provide support through Restorative Practices for all impacted staff and students, including those who were harmed, those who witnessed the harm, and those who caused harm.



## Healthy Relationships

Healthy Relationships are grounded in treating one another with dignity and respect.

### Healthy Relationships 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
- Speak and treat all students and staff with respect

All adults who are responsible for children have an important role in teaching them about healthy relationships and bullying. Teachers, Education Assistants, Early Childhood Workers, Youth Outreach workers, Autism Support workers, parents/guardians, and other adults involved in children's lives:

- Model relationship skills and attitudes
- Create positive situations in which children and youth interact

**Children will only learn positive relationship skills and attitudes if they observe and interact with adults who model positive relationships when interacting with children and adults.**



## Positive School Climate Team

Principal: Serena Maharaj

Vice Principal: Melanie Williams

Student Councils:

School Council Chair:

Parent/Caregiver

## Continuous Improvement

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

- Staff meetings
- PD Days



## Evaluation of Evidence

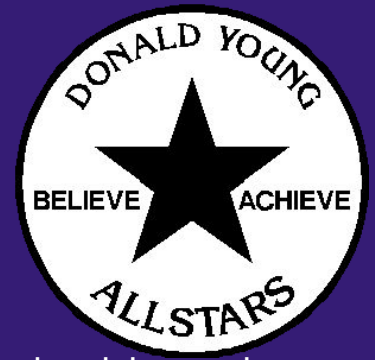
As part of the ongoing monitoring and evaluation process, schools gather data from various sources, including school climate surveys of students, staff and parents/caregivers every two years. Our school data from 2022-2023 indicates the following:

- 66% of students have NOT been bullied
- 53% of students feel safe at school
- 57% of students feel they are part of their school
- 22% of students report feeling unwelcome or uncomfortable at school due to various factors e.g., race, religion, sexual orientation, gender identity, physical/learning/emotional challenge, other reasons
- 89% of students report knowing how to access mental health and support services within 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.**

## Goals:

1. We want to increase the percentage of students who feel safe, comfortable, and that they belong at School.
2. We want to increase the percentage of students who have NOT been bullied at School.
3. We want to increase the percentage of students who know how to access mental health and support services within the school when needed.



## Prevention Strategies

At School, we recognize that a whole-school approach to involving and engaging our school community will help us to effectively manage inappropriate behaviour. In collaboration with the community, the school will create the conditions to promote a positive, welcoming, and inclusive learning environment for all students that will help to prevent bullying, harassment, and discrimination.

We are committed to focus on education and awareness by doing the following:

- Build student capacity of intercultural understanding, empathy, and mutual respect
- Progressive Discipline
- A trauma-informed approach
- Staff actively supervise and engage with all students
- Staff review the Code of Conduct - beginning of classes, terms and or semesters
- Staff and students learn/review strategies to prevent and respond to bullying
- Bullying prevention awareness is shared with all stakeholders in a variety of formats e.g., social media, signs, events
- Building relationships/classroom/school community is an ongoing focus of all staff
- Listen to student voice
- Staff review the student handbook with students and provide a copy to all parents/caregivers via email at the beginning of each semester
- Staff use School Mental Health Ontario classroom tools and resources <https://smho-smso.ca>
- Promotion of Kids Help Phone (1-800-688-6868)
- Provision and promotion of safe spaces throughout the school
- Provision of a variety of clubs and activities to engage our diverse student population and interests
- Use of the Anti-Sex Trafficking Protocol
- Provide opportunities for students to participate in equity and inclusive education, bullying prevention, and leadership initiatives



## Reporting Bullying at RRDSB Schools

We believe in creating conditions within which students may feel safe to report and this begins with an investment in relationships and the promotion of a Positive School Climate. Additionally, there are procedures that facilitate students and parent/caregiver reporting as well as procedures that outline the requirements for staff to report such instances in accordance with legislation.

### Student Reporting:

- Reporting bullying or other harmful interactions to a trusted adult (e.g., parent/caregiver, teacher, administrator, support staff, police liaison officer).
- Using the “Bullying Reporting Portal” on the RRDSB website provides students a more discreet means of reporting bullying behaviours.

### Staff Reporting:

- Staff who witness bullying or become aware of bullying are required to immediately address it. If they feel unsafe they must immediately report it to a Principal/Vice Principal.
- “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 and other harmful interactions to the classroom teacher, support staff and/or administration
- Using the “Bullying Reporting Portal” on the RRDSB website provides students a more discreet means of reporting bullying behaviours.



## Intervention Strategies

- Our school response follows a bias-aware approach to progressive discipline that involves 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
- Use of Restorative Practices when appropriate
- Conducting a school-based investigation (consulting the Police/Board Protocol, when necessary and appropriate) considering mitigating, human rights, and other factors.
- Contacting the parent/caregivers of the person(s) who has been harmed and the parents/caregivers of the person(s) who has caused harm, in accordance with legislation
- Considering the broader context and implications of the harmful interaction (e.g. racism, homophobia, transphobia, biphobia, Islamophobia, antisemitism, faithism, classism, ableism, misogyny) in order to inform both immediate and long-term responses
- Developing an action plan that is responsive and supportive
- Taking concrete steps to repair relationship and restore a Positive School Climate
- Consider individual, class, and/or whole-school learning opportunities to foster the condition wherein similar situations may be prevented in the future e.g., providing a school-wide lesson or activity on being an ally
- Consulting and collaborating with community partners and RRDSB School Support Services staff, as appropriate
- Implementing a Student Safety Plan in consultation with appropriate staff and update and monitor as necessary
- Implementing/reviewing a Positive Behaviour Support Plan, when appropriate





## Supports For Those Impacted by Bullying

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:

- Use of Restorative Practices if this is the best approach
- Furthering school-level support such as connection to a caring adult, classroom and building considerations, special needs considerations, participation in co-curricular programming
- Implementing supports involving KRR counselors, Mental Health and Addictions Nurse and The Board Mental Health Lead
- Identifying community support resources
- Implementing a Positive Behaviour Support Plan as necessary

## Follow-Up

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:

- Individual monitoring based on specific needs (e.g., regular check-ins)
- Conversations or learning opportunities as needed to support self-awareness, understanding of impact, social-emotional learning skills, and/or to inspire a shift in ideological trajectory if needed, e.g., in cases where ignorance, hate or discrimination are at play